



Accountability/ Program Review

FY2011

Table of Contents

SECTION 1: Career and Technical Education Programs.....	4
Agriculture Mechanics	4
Automotive Repair Technology	5
Child Development	6
Engineering Technology.....	8
International Trade	9
Business Transfer	9
Medical Assisting	11
Physical Therapy Assisting	13
Small Business Management	15
SECTION 2: ACADEMIC DISCIPLINES.....	17
Anthropology-Archaeology	17
Political Science	19
Psychology	20
Social Services	21
Sociology.....	22
SECTION 3: CROSS-DISCIPLINARY CURRICULA	23
AA, AS, Transfers	23
AAT Early Childhood, Math, Special Education Transfers.....	25
AAS- Associate of Applied Science	27
SECTION 4: STUDENT AND ACADEMIC SUPPORT SERVICES.....	28
Disability Services.....	29
Learning Resource Center	31
Orientation.....	33
Student Life—Student Engagement.....	37
Student Support Services	39
SECTION 5: REPORTING OF BEST PRACTICES.....	40
Master Core Schedule	40
Sustainable Energy Systems Simulator/Calculator: Innovations in Engineering Technology Education	42
Results from Prior Program Reviews Report.....	44
Appendix	45
Master Course Schedule.....	56
National Science Foundation Award #0802249.....	67
Proposed Program Review Schedule	68

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: 010201
 Degree Type: 03- Associate in Applied Science Degree
 Program Title: Agriculture Mechanics

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

We need to explore facility adaptations for modern equipment.

If enrollment continues to increase, we will need to consider placing an enrollment cap on the program or expanding the staffing and facilities to accommodate additional students.

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: Work experience and Advisory Committee

Statewide Program Issues (if applicable)

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2010
CIP Code: 470604
Degree Type: Associate in Applied Science Degree
Program Title: Automotive Repair Technology

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

If enrollment continues to increase, we will need to consider placing an enrollment cap on the program or expanding the staffing and facilities to accommodate additional students.

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:
Work experience and Advisory Committee and robust Program Review by a panel of Faculty

Statewide Program Issues (if applicable)

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2010
CIP Code: 200202
Degree Type: Associate in Applied Science Degree
Program Title: Child Development

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 National Association for the Education of Young Children, (NAEYC) is largest nonprofit association in the US representing early childhood education teachers, experts, and advocates in center-based and family day care. Additionally NAEYC accredits academic degree programs for early childhood educators. The Black Hawk College Child Development Program was accredited in 2010 according to the NAEYC health, safety and education standards.

According to the latest Occupational Report from EMSI, child care services positions will increase 10% in the next 7 years. There will be more than 110 new openings for preschool teachers between 2008 and 2018 and more than 830 new openings for child care workers between 2008 and 2018. Advisory committee feedback has been very positive and supportive of the Program. For the NAEYC Accreditation peer review visit, the Advisory Committee met with the team, and they were 100% supportive of the work occurring in the Program. The number of student majors in Child Development has declined slightly from 116 in 2006 to 107 in 2010, but the credit hour generation has increased from a low of 865 in 2006 to 1,042 in 2010, it is the highest in 7 years. Because of the ability to become employed in the field without the degree, many students take coursework without graduating. There are also students taking courses in order to transfer who may or may not have a degree as well as those who are taking CD courses as electives.

Improvement Recommendations include:

- Move certain general education courses to the beginning of the program sequence so students have those skills and knowledge before they start the 5 Key Assessments.
- Offer Child Observation/Assessment Spring, 2012 which will add the Child Assessment component to the program.
- Continue participation in state-wide initiatives to enhance diversity and special needs content in the coursework and participate in trainings and/or meetings as offered.

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: Robust Program Review by a panel of Faculty

Statewide Program Issues (if applicable)

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2010
CIP Code: 150613
Degree Type: Associate in Applied Science Degree
Program Title: Engineering Technology

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

Overall employment of engineering technicians is expected to grow slower than the average for all occupations, but projected growth and job prospects vary by specialty. Opportunities will be best for individuals with an associate degree or other postsecondary training in engineering technology. There was a sharp drop in demand from the recession. However, manufacturing in this locale is picking up and hiring should increase. Data released by Economic Modeling Specialist, Inc show growth through 2018.

The program is in the process of developing two new degrees. These degrees will focus on Materials Science and Sustainable Energy. At this time, the curriculum is being developed. These new degrees address the shift in manufacturing to an advance manufacturing emphasis.

Recommendations:

The Materials Science Lab and Sustainable Energy lab are being addressed with a new Sustainable Energy building that is in the process of being built. The projected opening of the building is April 2012.

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: Robust Program Review by a panel of Faculty

Statewide Program Issues (if applicable)

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2010
CIP Code: 521101
Degree Type: Associate in Applied Science Degree
Program Title: International Trade
Business Transfer & International Business were reviewed with this 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.
- ☐ **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

This certificate is basically an export training program. The labor market data reviewed was on the closest occupations available which were Transportation, Storage, and Distribution Managers (SOC 11-3071) and Logistics (SOC 13-1081). Since logistics positions require bachelor's degrees the data used for this review was only that for Transportation, Storage, and Distribution Managers. Data indicates that regional job growth between 2008-2018 will be relatively flat with an anticipation of a loss of 3 jobs. The reader should keep in mind that the data is probably more specific, while the certificate is more broad based in nature.

Student Enrollment trends and projections: The number of students claiming the certificate as a 'major' in 2007, 2009, and 2010 is one. However, the individual courses are popular for Business Management & Marketing degree students as they utilize them as electives. Since the courses are online they attract a variety of students. Many students wish to learn more about international topics and are using courses for personal rather than academic reasons. Enrollment in these specific courses are low but steady (3-5). But since they are taught by an adjunct whose pay is prorated for the online courses, financial impact to the college is negligible.

Advisory Council feedback on demand for skills: The current Advisory Council is a combination of all Black Hawk College business programs including Business Management & Marketing, Financial Services Management, and Accounting Specialist. Input on this specific program has been minimal in the last five years. This program will be brought forward at the Spring 2012 Advisory meeting for a detailed discussion and to procure more export-specific members. Additionally the Department will investigate the potential of merging or updating this program to be identified with the logistics/supply chain management 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: Robust Program Review by a panel of Faculty

Statewide Program Issues (if applicable)

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2010
CIP Code: 510801
Degree Type: Associate in Applied Science Degree
Program Title: Medical Assisting

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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- ☐ **Other, please specify:** _____

Improvements or Rationale for Action

According to the U.S. Department of Labor, employment for the Medical Assisting career is projected to grow at a much faster than average rate (20%), ranking medical assistants among the fastest growing occupations over the 2008–18 decade. Job opportunities should be numerous, particularly for those with formal training or experience, and certification.

Employment of medical assistants is expected to grow 34 percent from 2008 to 2018, much faster than the average for all occupations. As the healthcare industry expands because of technological advances in medicine and the growth and aging of the population, there will be an increased need for all healthcare workers. Increasing use of medical assistants to allow doctors to care for more patients will further stimulate job growth.

Job seekers who want to work as a medical assistant should find excellent job prospects. Medical assistants are projected to account for a very large number of new jobs, and many other opportunities will come from the need to replace workers leaving the occupation. Medical assistants with formal training or experience—particularly those with certification—should have the best job opportunities, since employers generally prefer to hire these workers.

Advisory Board Recommendations. The advisory board identified two primary strengths of this program: cost and faculty. The cost of the MA program at BHC is approximately \$4000 as opposed to technical colleges in the area which are averaging \$20,000 or more. Second, the MA faculty at BHC all have at least a master's degree or higher and years of clinical and administrative job experience.

The advisory board identified the lack of American Association of Medical Assistants accreditation as a potential weakness of the program, although the graduates of this program are eligible for credentialing through the American Medical Technologists. The advisory board identified job demand and interest in BHC's program as opportunities for the college to expand both its faculty and facilities for this certificate.

There are currently 36 students enrolled in the MA program. Projections for the fall 2011 term are at 50. The number of enrolled students is limited to the two sections offered of MA Clinical Techniques each semester (HIM 147 and 247). Our medical lab is small and can only accommodate approximately 6 students at a time. It is anticipated that student enrollment will remain static at 50 unless the program can be housed in larger facilities and hire a new full time faculty member

RECOMMENDATIONS

- 1) Explore the possibility of a new health sciences facility, looking specifically at best practices and innovative instructional methods and laboratories.
- 2) Assess the feasibility of acquiring third-party accreditation for the Medical Assisting program with the American Association of Medical Assistants.

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: Faculty Program Review Assessment Team and Advisory Committee Review.

Statewide Program Issues (if applicable)

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2010
CIP Code: 5108xx
Degree Type: Associate in Applied Science Degree
Program Title: Physical Therapy Assisting

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

The Physical Therapy Assistant Program is accredited by the Commission on Accreditation of Physical Therapy Association. In the most recent review by that organization the Commission of Accreditation in Physical Therapy Education judged the physical therapist assistant education program at Black Hawk College to be in compliance with 12 of the evaluative criteria and in conditional compliance with 2 evaluative criteria. Conditional compliance means that the program has in place a substantial portion, but not all, of the elements necessary to meet all aspects of the evaluative criterion and its interpretive comment and guideline. Action plans are in place to make the necessary improvements as recommended by the accreditation team.

Employment is expected to grow much faster than average because of increasing demand for physical therapy services. Job prospects for physical therapist assistants are expected to be very good. Aides may experience keen competition for jobs. Employment of physical therapist assistants and aides is expected to grow by 35 percent from 2008 through 2018, much faster than the average for all occupations. Changes to restrictions on reimbursement for physical therapy services by third-party payers will increase patient access to services and, thus, increase demand.

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: Faculty Program Review Assessment Team and Advisory Committee Review.

Statewide Program Issues (if applicable)

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2010
CIP Code: 520701
Degree Type: 03-Associate in Applied Science Degree
30- Certificate of 20 hours
Program Title: Small Business Management
Also reviewed: Business Transfer Associate of Arts Degree

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

The Small Business Management Certificate targets those who wish to start their own business. It was designed by a team of knowledgeable advisory members and led by a full time instructor (who has now retired but remains the primary instructor in most courses specifically tied to this program). The advisory members included the Illinois QC Chamber of Commerce Director, the Director of the Northwest Illinois Entrepreneurship Center, members of SCORE, 2 Directors of Venture One, an incubator and small business development organization in Davenport, IA, and the SBDC. They provided valuable information regarding curriculum, credit hours, and format of delivery.

Impetus for creation of this certificate was three-fold: (1) Increasingly, students taking BA 121, Small Business Management, were requesting more courses which were short and application specific, e.g., preparing a business plan and learning QuickBooks. (2) College administrators had approached the department to design such a program, either degree or certificate, as it was a robust new program in many community colleges nationwide. (3) The advisory members saw a need for and wholeheartedly endorsed the program.

Stressed by the advisory members were the following suggestions:

- Students will not intend to complete the degree – keep it a short program (certificate rather than degree)
- No prerequisites or waive them (students will want to 'cherry pick' what they need, when they need it)
- Online format
- Specific, application oriented courses
- Short-term length when possible (5 week, 8 week)

Recommendations revolve around marketing efforts and our Advisory Council input to result in an increase in enrollment. Developing a targeted marketing strategy working with the college Marketing department and community organizations such as unemployment offices, staffing agencies, Rotary, Chamber, SCORE, SBDC, and financial institutions. A marketing effort by the college would need to focus on this particular 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: Faculty Program Review Assessment Team and Advisory Committee Review.

Statewide Program Issues (if applicable)

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 2: ACADEMIC DISCIPLINES

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2010
Discipline Area: Anthropology-Archaeology

Improvements or Rationale for Action

Anthropology and Archeology course offerings are appropriate to meet the needs of students who will transfer, support general education requirements (GERs), and support AAS degrees and certificate programs. Introduction to Physical Anthropology (ANTH 101) and Introduction to Archaeology (ARCH 203) are two of the choices to fulfill nine hours of general education requirements in the Social and Behavioral Sciences. According to the catalog, "A Black hawk College student completing the general education requirements will be able to think critically, communicate effective, and demonstrate multicultural and aesthetic understanding (26). Specifically ANTH 101 and ARCH 203 help students develop an appreciation of human continuity, diversity and change (Strand E). Additionally, for graduation students must have a 3 credit hours non-western course. Introduction to Cultural Anthropology (ANTH 102) may be taken to meet this requirement. Moreover, students may also take anthropology/archaeology courses to fulfill the elective hours in pursuit of their degrees. BHC students are successfully articulating sociology course to colleges and universities. All course syllabi meet the articulation requirements of the ICCB. There are eleven (11) four-year public universities that are a part of the Illinois Articulation Initiative (IAI), including Western Illinois University. This initiative guarantees the transferability of IAI approved courses. The ANTH 101, ANTH 102, and ARCH 203 are IAI approved.

Enrollment trends in Anthropology and Archaeology courses have been increasing. The number of sections taught in anthropology at Quad City campus has gone from 4 in fiscal year 2004 to 14 taught in fiscal year 2010. The credit hour generated reflects the increasing number of sections offered in each year. This increase has been possible largely due to increasing number of online anthropology sections and the availability of adjunct instructors to teach them. As the Department has been able to increase the number of courses offered in anthropology the %filled at 10th day has stayed stable, indicating that the number of sections offered is not exceeding the demand for the courses. The average fill rate for anthropology for the past two fiscal years has been approximately 78%.

Future improvements include:

- In advertising for hiring for replacements for sociology retirees, include training in Anthropology as desirable or consider adding a full-time anthropologist if the adjunct pool becomes small.
- With the increasing number of adjuncts a plan for mentoring needs to be developed.

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: Faculty Program Review Assessment Team.

Statewide Program Issues (if applicable)

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2010
Discipline Area: Political Science

Improvements or Rationale for Action

The political science program at Black Hawk College is strong in a number of key areas. The program continues to consistently offer the foundation courses every academic term and in a variety of time slots on a variety of days. Courses are offered using a variety of delivery systems including online learning as well as a hybrid format where students split their time between the classroom and online instruction. This allows for exceptional accessibility for both traditional and non-traditional students.

Course offerings are appropriate to meet the needs of transfer students. Current course offerings support the General Education Requirements as defined by BHC. Furthermore, BHC students are successfully articulating Political Science courses to colleges and universities at the local, state, and national level. BHC students regularly receive grants, scholarships, and internships at these upper level institutions. Additionally, BHC students and former BHC students continue to be awarded internships with state and federal government agencies and elected officials. Institutional and anecdotal evidence suggests a high level of satisfaction with BHC Political Science courses. All course syllabi meet the articulation requirements of the ICCB.

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: Faculty Program Review Assessment Team.

Statewide Program Issues (if applicable)

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

Improvements or Rationale for Action

The course offerings are appropriate to meet the students' needs, especially transfer students. Course syllabi for Psychology 101 and 200 meet the articulation requirements of the IAI. The core curriculum that is offered allows students to transfer credits to a wide array of transfer programs at other institutions. The program supports general education requirements in the social and behavioral science areas. As a discipline, the program has adapted a class schedule to meet the needs of students and is aware of how course offerings impact other disciplines within the College. New ways of offering core classes, for example dual enrollment, have also been added to take the courses to the students where they learn, be it on campus or in an electronic format.

Psychology is an offering of a dual purpose nature, it is related to many different programs, but also assists students who are interested in Psychology as a major. For example, Psychology 101 and 200 are both required to enter into the Nursing program at Black Hawk College. In addition, general education classes are required for many different degree paths as well.

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: Faculty Program Review Assessment Team

Statewide Program Issues (if applicable)

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2010
Discipline Area: Social Services

Improvements or Rationale for Action

This area is intended to prepare students for transfer to a baccalaureate program in social work and/ or paraprofessional employment in human services. The unique courses in this curriculum are SOC 222 Introduction to Social Work and a topics course that may include offerings such as addictions, child welfare, and field studies. The local demand according to the occupational report is expected to increase by 8%.

The number of students claiming a General Social Services concentration has ranged from 32 to 51 students. However, student enrollment in SOC 222 has ranged from 5 to 19 students in the past 5 years. Not all students actually enroll in the introduction to social work course. This may reflect the variation in baccalaureate social work program requirements. Because of the increasing need for Social Workers, Western Illinois University is contemplating bringing the BSW to the Quad City campus. If this occurs, enrollment in the General Social Services curriculum would most likely increase.

Although the program has not applied for accreditation through the Counsel on Social Work Education (CSWE) discipline faculty informally align coursework to the CSWE guidelines. Students in the General Social Service concentration planning to transfer to a baccalaureate social work program are advised to work closely with the social work transfer advisor.

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: Faculty Program Review Assessment Team.

Statewide Program Issues (if applicable)

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

Improvements or Rationale for Action

Sociology course offerings at Black Hawk College are appropriate to meet the needs of students who will transfer, support general education requirements, and support AAS and certificate programs. Sociology courses fulfill general education and elective credit hours for transfer students seeking an Associate of Arts (AA), Associate of Teaching, (AAT), or Associate of Science (AS) degree at Black Hawk College. BHC students are successfully articulating sociology course to colleges and universities. All course syllabi meet the articulation requirements of the ICCB. There are eleven (11) four-year public universities that are a part of the Illinois Articulation Initiative (IAI), including Western Illinois University. This initiative guarantees the transferability of IAI approved 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: Faculty Program Review Assessment Team

Statewide Program Issues (if applicable)

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 3: CROSS-DISCIPLINARY CURRICULA

Black Hawk College conducted reviews of its associate degree and certificate programs. Three separate teams (AA/AS degrees, AAT degrees and AAS degree) were identified by the Executive Vice President of Instruction and IT. Each Committee consisted of faculty representatives appointed by the Executive Vice President and the appropriate Dean. Each committee worked within the Colleges' current Program Review process and was provided the flexibility to further define additional and or more appropriate questions in each of the Review Process categories and assigned members to a leadership role in researching and writing responses to the various question in their category. Reports were submitted to the assigned Dean who with the assistance of the Director of Planning and Institutional Effectives finalized the Report submitted to the Executive Vice President of Instruction and IT.

College Name:	<u>Black Hawk College</u>	5-digit College Number:	<u>50301</u>	Date:	<u>FY2010</u>
Cross-Disciplinary Program:	<u>AA, AS, Transfers</u>				

Improvements or Rationale for Action

Black Hawk College conducted reviews of its associate degree and certificate programs. Three separate teams (AA/AS degrees, AAT degrees and AAS degree) were identified by the Executive Vice President of Instruction and IT. This summary reflects the review completed on the AA/AS degrees. The Committee consisted of faculty representatives appointed by the Executive Vice President and the Dean of Instruction. The committee followed the Colleges' current Program Review process and addressed key review categories including; program objectives, functions, importance, need, quality and cost.

Black Hawk College offers diverse schedules to meet the needs of students. The College offers a complete online AA/AS degree, a regimented 14-month schedule for students to complete their degree, minimester and two summer sessions as well as the traditional fall and spring semester day and evening classes. To create a conflict-free schedule, the College created the "Master Core Schedule" which meets the needs of students by guaranteeing that courses necessary for program completion are offered and is supportive of academic programs by offering classes that ensure program viability. The College also has added a Wait List component to the Banner registration process. This flexible database allows the College to assess immediately the needs of students and then to offer additional sections of classes as needed.

Regarding effectiveness of the degree programs, the college participates in the Illinois Articulation Initiative. The IAI process involves the submission of both ICCB generic course syllabi and course specific syllabi for initial and supplemental review. The IAI review process is an external check on not only the up-to-date nature of course offerings but also a comparative consistency check from a cooperative perspective within the state. Additionally during Program Review, instructional departments providing courses within the AA/AS degrees review the generic course syllabi that have been submitted to the ICCB for approval to assure that they are not only up-to-date but reflect the current status of the course within the disciplines, thus addressing the goal of effectiveness.

Feedback from academic departments at transfer institutions is used to collaborate on the development of transfer agreements and program guides which list course recommendations that will allow students at

Black Hawk College to progress in their major at the same rate as native students attending the transfer institution.

The transfer guides are built on the process of course articulation. Transfer guides are readily accessible to students, advisors, counselors, and faculty members on the Black Hawk College website and in the Advising Center. Typically, courses are reviewed by faculty within the appropriate discipline at the transfer institution. Feedback is given on whether or not a particular course meets the requirements for inclusion in the major and general education requirements for a discipline at a particular school. Approved courses are used to create an academic plan for various majors at the transfer institution. In cases where equivalent courses are not available, students are given recommendations on when to transfer to achieve an optimum rate of progress toward graduation.

The percentage of students who graduate from BHC and graduate from a transfer institution within 3 years is trending upwards from 39.51% to 44.71 %. Students who are attending BHC as transfer course enrollees, some of who are reverse transfers, are averaging around 28.6% while those students who are transferring prior to completing the AA/AS/AAT degree are having far less success in persisting to completion of the four year degree within 3 years. Although this population is trending up it is a slight movement from 13.8% to 16.53%. In conclusion, those students that are graduating from BHC with the AA/AS/AAT degree are more likely to complete a four year degree within 3 years of leaving Black Hawk College.

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: Faculty Program Review Assessment Team.

Statewide Program Issues (if applicable)

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2010
Cross-Disciplinary Program: AAT Early Childhood, Math, Special Education Transfers

Improvements or Rationale for Action

The state-wide AAT articulation plan has been moderately successful in transfer situations. Limited transfer issues have been dealt with as the need arises. In the future, ensuring that individual classes transfer will become a focus of the articulation agreements between BHC and senior institutions, but this won't affect AAT programs, since they transfer as packages.

As data becomes available, the College can begin to see if course offerings are appropriate for the students' needs, as well as the needs of the transfer programs. At this point, it is believed that the course offerings are appropriate. As the field changes, the College will remain vigilant to the changes that need to take place in the course offerings at BHC. The math and English courses required for the AAT degrees imbed the objectives required to pass the Illinois Test of Basic Skills, but those faculty are involved in the AAT collaborative group, which meets at least once a year, so they are updated on changes affecting students and coursework

Upcoming changes to the Illinois Professional Teaching Standards will be implemented into all professional AAT courses upon final approval by the state. The grade requirement of "C" or higher in all professional courses for teaching certification after 2013 will apply to all students at BHC now. This information is stated in all Fact Sheets, and catalog copy. Pass scores for the Illinois Test of Basic Skills were raised fall, 2010 and BHC saw pass rates drop. Department faculty have investigated ways to help students prepare for the test, and now have materials and web links available to all AAT students. They have also informed students about these recent changes and will continue to monitor results. Western Illinois University attracts most of BHC teaching majors and as their courses and standards change, the College will work closely with them to assure seamless transfer.

Recommendations:

1. **Helping students pass the Illinois Test of Basic Skills before they transfer:** The faculty will carefully review the sequence of courses in each degree to maximize exposure to English and Math courses before students need to pass the test (by 45 credits or their third semester of coursework). They will also continue to gather and disseminate resources and options to help students pass, while examining the courses required maximizing knowledge required to be successful.
2. **Scheduling:** Encourage Dept. Chairs to do careful review of the Master Core Schedule to reduce conflicts in sequencing.
3. **Information Flow:** Continue to update fact sheets, catalog, brochures and web site so that they all reflect the latest course sequencing, and teaching requirements as well as continuing to update advisors.
4. **Standards:** Examine courses that imbed the Illinois Professional Teaching standards to be sure they use the latest standards as they become available.
5. **Recruitment and Retention:** Continue to partner with Western Illinois University to maximize transferability as well as continue to have informational days; take flyers and fact sheets to conferences and professional meetings; mail out invitations to unofficial declared majors to apply officially and visit high schools and career fairs as possible. The College will also advise majors carefully and continue to recruit within the courses that hold potential majors.

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: Faculty Program Review Assessment Team

Statewide Program Issues (if applicable)

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2010
Cross-Disciplinary Program: AAS- Associate of Applied Science

Introduction

Independently, each of the 29 Associate in Applied Science degree programs at Black Hawk College is thoroughly reviewed as part of the five-year Program Review cycle. Given that, this Program Review provides a macroscopic overview of the collective career program offerings at the College with program-specific examples provided for illustrative purposes.

Improvements or Rationale for Action

Improve the academic administrative structure to allow for a systematic approach to new career program development and identified program improvement initiatives for existing career programs as well as the identification of program enrollment targets. This may include an administrative review of program review recommendations across departments as well as a corresponding review of the work load of Department Chairs and Deans as it relates to career program administration.

Based on a review of best practices, continue to improve management and use of program advisory committees to inform career program development and improvement.

Consider financial contingency planning for career program faculty professional development and equipment needs in the absence of Perkins funding.

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: Faculty Program Review Assessment Team

Statewide Program Issues (if applicable)

ICCB ACCOUNTABILITY AND PROGRAM REVIEW REPORT

SECTION 4: STUDENT AND ACADEMIC SUPPORT SERVICES

The evaluation and review of student and academic services is just as important as the review of instructional Programs. These services contribute to the academic success of learners and have a vital role in the achievements of the College's mission

All student and academic service units are required to conduct annual unit planning per the College process. Unit Planning is a "top-down" and a "bottom-up" process. The process is top-down in that it is directly aligned to the College Strategic Plan. Every Improvement Objective that a unit develops relates to a college wide priority and objective. Unit Planning is bottom up in that the BHC faculty, staff, and administrators collaborate to develop the unit plans--- What is going to be accomplished next year? What are the unit's top priorities for improvement? What steps need to be taken to achieve these outcomes/objectives? What data will be collected? How will the unit determine it has been accomplished? What does the analysis of the data tell you?

An acceptable Unit Plan is one in which the Department/Unit has identified the key areas for improvement by writing measurable process improvement objectives, linking those objectives to the LEARN Strategic Plan, identifying reasonable metrics and benchmarks to assist in communicating results, submitting a budget to support the Unit Plan and obtaining appropriate approvals by Unit division leadership. Beginning with the 2012 the College is rolling out the Student and Academic Support Services Program Review. This Program Review is a quality evaluation/continuous improvement process to ensure that services are meeting the needs of all learners. Each Unit will undergo a review every five years with the recommendations for improvement tracked annually in WEAVEonline Unit Plans.

The Reviews submitted in this document are taken from the Annual WEAVEonline Unit Planning process.

Note: THE FOLLOWIN REVIEWS ARE TARGETED TO BE DONE BY JUNE 30TH AND THE FOLLOWING TEXT WILL BE UPDATED

College Name: Black Hawk College 5-digit College Number: 50301 Date: FY2010
 Service Area: Disability Services
 Pasted 6/28/2011

Goals

G 1: Centralized Reporting System

The Disability Office will develop a centralized reporting system for all offices.

G 2: Visibility with Faculty, Staff & Students

The Disability Service Coordinator will become more visible to faculty, staff and students at all campuses.

Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Access to services by faculty, staff and students

Increased visibility will increase access to services by faculty, staff and students.

Related Measures:

M 1: Campus Visits

The Disability Service Coordinator will visit each campus twice a year to meet staff and faculty.

Source of Evidence: Activity volume

Achievement Target:

Visit all campuses twice annually

Findings (2010-2011) - Achievement Target: Partially Met

Coordinator did make one visit to campuses and maintained contact with staff at the other times as issues warranted. Additional contact was made via emails on disability related issues by staff at various buildings in the college district.

Findings (2009-2010) - Achievement Target: Partially Met

Coordinator did 5 IEP visits and had two schools tour and visit BHC for this year.

Findings (2008-2009) - Achievement Target: Partially Met

Fiscal Year 2009 staff has completed visits to three area high school special education classes.

M 2: Faculty Survey

The Disability Service Coordinator will develop a survey for Faculty to ask their input and suggestions to improve the office.

Source of Evidence: Service Quality

Achievement Target:

Survey responses in document repository

Findings (2010-2011) - Achievement Target: Partially Met

Instead of a survey for faculty, Coordinator was invited to Faculty Senate Meeting to get feedback from faculty about Disability Services. Some faculty voiced concerns about cheating when testing in our offices. It was suggested that cameras in each testing room be installed as a way to improve on this. Cameras were then installed and a policy was written by Coordinator on this and shared with Faculty Senate.

Findings (2009-2010) - Achievement Target: Not Met

Survey will be designed and completed for 2010-2011.

O 2: District centralized documentation

The Disability Service Coordinator will have one centralized area for all documentation for students with disabilities in the district.

Related Measures:

M 3: Physical movement of documentation

Begin to gather all physical documentation to be stored at the Quad Cities

Source of Evidence: Administrative measure - other

Achievement Target:

Physical movement of all files completed by 06/30/09

Findings (2010-2011) - Achievement Target: Met

Coordinator has had discussions with Disability Staff at EC and Dean at EC and at this time it is feasible to keep documents from EC there and not at QC. Coordinator will continue to provide support and guidance to EC on documentation when questions arise, etc. will also work with her supervisor on this issue for the future.

O 3: Increased Testing Time for Office

Office will have longer hours to better accommodate faculty and students for testing purposes.

O 4: Community Involvement

Coordinator will become active with Big Brother/ Big Sister and have a child with a disability.

Related Measures:

M 4: Big Brother/Big Sister Involvement

Coordinator will meet with Little Sister during the School Year for Lunch Buddy Dates.

Source of Evidence: Administrative measure - other

Achievement Target:

Coordinator will meet with Little Sister as of 8-16-2010 for Lunch Buddy Dates.

Findings (2010-2011) - Achievement Target: Met

Coordinator will continue to have lunch with Deaf Student who is her Little Sister and provide support and mentorship to her.

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2010
Service Area: Learning Resource Center

Major Findings and Improvements/Modifications

Mission/Purpose

The purpose of the Black Hawk College Library is to support the mission and goals of the College; to enhance the academic experience of its students; and to serve as a resource for the employees and the community.

The Black Hawk College Library will provide an organized and accessible collection in a variety of formats which supports the instructional programs offered by the College; will provide access to the collections of other libraries through interlibrary loan, cooperative agreements, and the utilization of information technologies; will provide instruction to students in the use of print and online information resources to enable them to function effectively in an information-based society; will promote diversity in collections and services to meet the needs of the College and its communities; and will forge partnerships with faculty, staff, and administrators to achieve an active role in the educational process.

G 1: Students will be better prepared to succeed in the information rich 21st century.

G 2: Develop on-demand online library learning tools/modules

G 3: Formalize student learning assessment process for information literacy.

O 1: Academic Department Visits

Findings (2010-2011) - Achievement Target: Partially Met

As one measure of efficiency the LRC began focusing on departmental visits highlighting online resources and encouraging faculty to embed a research/writing component in their courses that utilized those resources. During the first year the LRC visited all but two (counseling and Adult Education) departments. In FY 2011, the LRC scaled back visits in the fall because of limited access to classrooms but did make phone calls and targeted emails to faculty about new resources. Biology faculty participated in a trial of a new knowledge portal for natural resources/sustainability and recommended its purchase. A survey of academic department chairs/faculty regarding their use/support for library resources was conducted and provide valuable information regarding which resources were most valued.

O 2: Produce downloadable learning modules

Findings (2010-2011) - Achievement Target: Partially Met

In spring 2010, the LRC piloted a topic overview lecture and emphasized specific library resources that students should visit: Opposing Viewpoints in Context, Issues Controversies, and CQ Researcher. All students were expected to select an aspect of the topic that interested them and create a strategy for how to research it. Then a demonstration was done on the multi-disciplinary mega databases explaining how to merge their proposed strategy to what the library databases could provide. End of semester evaluations indicated that this was a very effective scoping/scaling tool for students. The LRC selected large multi-faceted topics that had many different subtopics or themes. Students needed to define a personal context in their research and utilize a variety of library resources for their final project. This approach has been expanded for 2010-2011 and we are happy to report that several faculty have adopted it with positive results!

With the assistance of a graduate library science student 2 Screentoaster tutorials were created for placing holds on books and recognizing scholarly or peer-reviewed articles on our webpage. Additional

online tutorials are being developed. The LRC is also reviewing how to take library resources to 3G/mobile/apps devices.

The replacement of the Library's mercury vapor overhead lights has had a dramatic and immediate impact on student use of the facility. The buzzing made by the old lights was replaced with the cool glow of totally quiet lighting and students came back to the library for individual and small group study. It wasn't unusual to see students using every table and carrel in the morning throughout the library. The LRC had hoped the new lighting would encourage students to return to the library in late afternoon/evening for research but the database usage continues to show that students favor accessing resources from home rather than coming to the library once they are finished with their classes and leave campus.

Statewide Programmatic Issues (if applicable)

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

Mission/Purpose

Assist new and returning students in successful preparation for/re-entry into college by providing information related to: campus services and resources, college vocabulary and terminology, the importance of engagement and involvement in classes and campus activities, an understanding of differences between secondary and post-secondary education, and an understanding of what is need to determine and achieve educational and career goals.

The Mission/Purpose of the Orientation Department relates to the College Mission and Vision statements by: contributing to the environment and resources for individuals to become lifelong learners, and incorporating and encouraging a student-centered learning environment. The Mission/Purpose of the Orientation Department is designed to complement the College Core Values: appreciation of diversity, caring and compassion, fairness, honesty, integrity, respect, and responsibility. The Mission/Purpose of the Orientation Department also incorporates the College goals and strategic priorities by contributing to: leadership development, the best atmosphere for continued career learning, and the best atmosphere for successful academic student outcomes

Services provided by the department include the following Orientation options:

- Smart Start Orientations (General) – 3 offered
- Specialized Smart Start Orientations – 5 offered
- Other Specialized Orientations - 8 offered
- Mini-Orientations – offered regularly on Tues., Wed., and Thurs. at 10:00am and 2:00pm
- Online Orientations – offered regularly (new online orientation is pending Fall 2011)

Smart Start Orientations are generally large group sessions offered to new and returning students. Smart Starts may be directed at general or specialized student groups. A **Smart Start Orientation (General)** caters to a broad range of student demographics. These may include any combination of: traditional, non-traditional/adult students, students with disabilities, ESL students, dual-credit students, athletes, international students, and others, as well as parents of students. **Specialized Smart Start Orientations** cater to specific student demographic groups, such as those mentioned above (E.g., returning adult learners only, athletes only). Other **Specialized Orientations** may include non-student groups or potential/future student groups, such as high school students, junior high or middle school students, community organizations (e.g., Boys and Girls club, after school programs). **Mini-Orientations** are small individual or group tours of the campus. The tours are typically led by Student Ambassadors, or, in some cases, the Orientation Coordinator, Recruitment Coordinator/Admissions Advisor, or other Student Services staff member. **Online Orientations** are completed at the college website. They do not utilize the assistance or guidance of any staff member or student ambassador/volunteer.

Total # of students, parents, and potential/future students attending ALL orientations for FY 2011: 621 (breakdown and details provided in summary below)

Mini-Orientations – 97 Mini-Orientations were conducted in FY 2011

Online Orientations – The closest estimate available comes in the form of page views of the former and current Orientation web pages (New BHC website was launched April 4th, 2011). There were

approximately 319 page views of the former Orientation web page, and there have been 680 page views of the current web page. These statistics are NOT included in the total number of students, parents, and potential/future students attending ALL orientations for FY 2011, as the number may include visits and views of the Orientation webpage, without visits and views of the online orientation. These numbers also include any views and/or visits by staff members, as well as students.

Evaluation Analysis

The intention of the Orientation Coordinator was to conduct a FY 2011 *Analysis of Individuals Who Attended a FY2011 Orientation Option Versus a FY2011 Control Group Who Did Not Attend an Orientation Option*. Originally, the analysis was intended to collect data, determine findings, and analyze information relative to three things: (1) student success, (2) student retention, and (3) student completion. Unfortunately, the analysis was unable to be completed as originally intended and in a timely manner due to several uncontrollable complications.

Plans to resolve these complications and conclude current and future data collection, analysis and findings for future improvements to the services provided by the Orientation department include:

1. A clear explanation and discussion of the challenges of potentially skewed and/or inaccurate data in an analysis such as this one. Continued research will be completed on the reliability and validity of similar studies and analyses.
2. The term *student success* will be defined by the Orientation Coordinator, in conjunction with other offices and/or departments. It will be determined if the variable is measurable and informative for the purposes of this analysis.
3. Meetings will be set up between the Orientation Coordinator and the Marketing Department, Web site Management Team to complete design on the new online orientation and determine the best way to accurately track numbers of student/potential student visits and views. Meetings will be scheduled prior to the beginning of the FY 2012 orientations. This will allow for an efficient utilization of FY 2012 orientation data, as well as a post FY 2011 orientation data analysis and a FY 2012 comparison study.

Feedback Comments from Participants used in the evaluation and improvement of the Program include:

- “Helpful as a parent.”
- “The orientation was informative but very repetitive and much of the information was previously known.”
- “At the beginning and half way through the orientation, they spoke of subjects we were already familiar with such as how to register for classes. Most of the information received was common knowledge. I suggest to improve on the next orientation, the people should speak more about the classes & how to get in between classes effectively.”
- “Bring in an instructor from a course!”
- “Talk about clubs and organizations!”
- “BIG thanks to the woman running Powerpoint and such!”
- “Student Life was overlooked and needed more!”
- “I would say the majority of what you covered was things I had already found out on my own throughout the process of registering. There weren’t really too many things that seemed to be new information. Also, there wasn’t really enough time devoted to the tour for it to really be helpful.”
- “Tour was rushed. Would have appreciated tour of specific offices and cards of each professional.”
- Didn’t feel [instructor expectations] was discussed much.”

- “Very informative! Freezing temps, harder to focus :(), tour was a little rushed. Would have preferred time to tour all offices and buildings, not just 1&3. Also would have liked more info on contact person for student activities, athletics, etc.”
- “Looking forward to starting. From the presentation it is apparent that BHC is supportive and doing all possible for my success.”
- “Smaller tour groups (hard to keep up with physical disabilities)”
- “Some of the material is for students not starting school the next week. Maybe take out some of “this is college” for the non-traditional students.”
- “It was greatly appreciated on the faculty help me out.”
- “Everyone that my husband and I have dealt with since getting our daughter signed up this semester has been very positive. Your expertise and welcoming manner has been very beneficial to us and our daughter. Hopefully as she begins her college career, here at BHC, she will continue to have these very positive experiences with teachers, staff, etc., etc. Thank you for all the great assistance we’ve had. We very much appreciate it and I feel BHC is definitely the right choice for [our daughter].”

Future Goals

G 1: Reorganize and/or redesign orientation options and offerings

Based on data analysis, orientation attendees' and students' self-reports, demographics, and successful orientation programs at other community colleges, orientation options and offerings will potentially be reorganized and/or redesigned to best suit BHC students' needs. Changes may include an increase or decrease in options and offerings. Dates and times may change. Format may change. Options such as online orientation may be more fully utilized to utilize the college's updated website and online resources. Specialized orientations and campus tours ("Mini-Orientations") will also be analyzed and reorganized/redesigned as needed.

G 2: Develop and analyze relationship with other departments interested in orientation-related offerings

Having met with BHC departments and individuals outside the Orientation department, it is clear there is an expressed interest in continued offerings of the college credit classes OR100 and OR101, as well as potential new class offerings related to "freshman experience" or "first year experience." The Orientation department intends to maintain ongoing discussions with the individuals and departments researching these options in order to ensure clarity of roles and intentions and pursue positive student outcomes.

G 3: Further development and reorganization of Student Ambassador Program

The Student Ambassador program provides a leadership opportunity for students, which closely aligns with one of the college's strategic priorities. Student Ambassadors are selected to represent the college at orientation events and community events. A diversity of students is selected to (1) effectively reflect the college's core value of an appreciation of diversity and (2) to effectively represent the student body. Based on discussions with and feedback from Administrators and current and past Student Ambassadors, the program will be analyzed and redesigned as needed to better serve students and the needs and mission of the college. Some areas to look into and potentially expand upon include: leadership opportunities, an increase in group work, career development opportunities, and increased partnerships with other student groups on campus. Opportunities to develop Student Ambassador Scholarships will also be researched.

G 4: Transition Presidential Scholar Program to supervision by the Recruitment Coordinator

The Presidential Scholar Scholarship program caters to the top 10% of graduating high school seniors. BHC provides free tuition to these students. Presidential Scholars are recognized as the best of the best, academically. As such, special opportunities are afforded the students, including recognition ceremonies,

leadership opportunities, and specialized academic advising. In the interim between the previous and current Recruitment Coordinator, duties related to Presidential Scholars were assigned to the Orientation Coordinator. With a new Recruitment Coordinator in place, duties will be reassigned to this individual for the 2011-2012 academic year.

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2010
Service Area: Student Life—Student Engagement

Introduction

FY2011: Upon review of the Student Services division the Vice President of Student Services split the Student Life Community Connections department into separate entities. The Student Engagement department was established with the Coordinator of Student Engagement as the primary lead. The remaining role of the previous department was renamed Diversity and Community Connections and assigned to the Assistant Dean for Student Support Services. The following review established the mission, goals and objectives of the newly created Student Engagement department and forms the basis for further review of this area.

Mission/Purpose

It is the mission of the Office of Student Life to promote student learning and student success, to encourage student involvement and development, and to provide opportunities for student leadership through the planning and promotion of diverse student activities, including Student Government Association and student clubs and organizations. The Office of Student Life's purpose is to enhance the students' educational experiences by providing a variety of co-curricular opportunities designed to facilitate and encourage student responsibility for their own intellectual, social, emotional, and cultural identity.

Goals

G 1: Advisement of Student Government Association and Clubs/Organizations

The Student Life Office will achieve its mission and purpose through the advisement of Student Government Association and Student Clubs and Organizations.

O 1: Student Government Association Officers

Fill the Student Government Association Officer Positions every year and provide a SGA Officer Retreat and Leadership Development Opportunities through Regional or National SGA Conferences.

O 2: Maintain 20 Active Clubs/Organizations

Maintain 20 active Clubs/Organizations. These Clubs/Organizations will be in "Active" status by attending mandatory SGA meetings and the Annual Leadership Workshop held each Fall Semester.

O 4: Annual Student Leadership Workshop

Offer an Annual Student Leadership Workshop for all students interested in attending. A survey will be conducted at the end of each day in order to assess the Workshop's strengths and opportunities for improvement.

G 2: Student Leadership Opportunities

The Student Life Office will provide a variety of opportunities for students' leadership development through an Annual Student Leadership Workshop held on campus, and Local and/or Regional Leadership Conferences held off campus.

O 1: Student Government Association Officers

Fill the Student Government Association Officer Positions every year and provide a SGA Officer Retreat and Leadership Development Opportunities through Regional or National SGA Conferences.

O 2: Maintain 20 Active Clubs/Organizations

Maintain 20 Active Clubs/Organizations. These Clubs/Organizations will be in "Active" status by attending Mandatory SGA Meetings and the Annual Leadership Workshop held each Fall Semester.

O 4: Annual Student Leadership Workshop

Offer an Annual Student Leadership Workshop for all students interested in attending. A survey will be conducted at the end of each day in order to assess the Workshop's strengths and opportunities for improvement.

O 5: Establish Student Activities Board

A Student Activities Board will be established where students will be recruited to take a leadership role in the creation and implementation of all Student Activities offered through the Student Life Office. These students will have the opportunity to make the importance decisions on what Student Activities will be brought to campus through attending the Regional Annual Association of the Promotion of Campus Activities Conference held in the Midwest.

G 3: Student Engagement through Student Activities

The Student Life Office will offer many diverse programs, activities, and services that provide the opportunity for students to get involved and connect with other students who have both similar and different interests.

O 3: Provide "Annual" Student Activities

Host several "Annual" Student Activities, including, Welcome Back Week Events (Novelty Games, Hypnotist, Music Performer), Fall Festival, Karaoke Celebration, Veteran's Day Celebration, Thanksgiving Dinner, Black History Month Celebration, Women's History Month Celebration, Earth Day Celebration, Spring Fling, and Cinco de Mayo.

O 5: Establish Student Activities Board

A Student Activities Board will be established where students will be recruited to take a leadership role in the creation and implementation of all Student Activities offered through the Student Life Office. These students will have the opportunity to make the importance decisions on what Student Activities will be brought to campus through attending the Regional Annual Association of the Promotion of Campus Activities Conference held in the Midwest.

G 4: Collaborate with Orientation and First Year Experience Programs

The Student Life Office will collaborate with Orientation and First Year Experience programs in effort to establish effective tools for students to be as successful as possible throughout their college experience at Black Hawk College.

O 6: First Year Experience and Orientation Task Force

Work collaboratively with the Orientation and First Year Experience programs through actively being involved and a part of the First Year Experience and Orientation Task Force.

O 7: Strong Involvement- Orientation Sessions

Work collaboratively with the Orientation and First Year Experience programs through attending and having a strong involvement in the Orientation Sessions each semester.

College Name: Black Hawk College **5-digit College Number:** 50301 **Date:** FY2010
Service Area: Student Support Services

Mission/Purpose

To provide seamless delivery of academic support services that are linked between service providers and funding sources; are supportive in assisting students with their individual needs while at BHC; and result in student retention to goal completion.

Executive Summary

Program goals for the Student Success Center for the 2010-2011 academic year focused on supporting students through the delivery of comprehensive services to meet their individual needs, resulting in student retention and goal completion. Targeted strategies and services were focused in the areas of the Early Alert System, tutoring services, implementing a student referral process, utilizing Plato to support students in developmental courses, college success course, TRiO SSS program evaluation, and Supplemental Instruction Services.

Major successes occurred in the implementation of the Supplemental Instruction (SI) program, increased use of the online tutoring services and the role of the SSC in the Early Alert System enhancements and delivery. SI was successfully implemented in six courses for both the FA10 and SP11 semesters and was requested for summer math courses. Preliminary findings indicate that the students who participated in the support services earned passing grades and completed the courses at higher rates than those who did not. While the tutor training component of enhanced tutoring services was not completed, the use of the online tutoring service, tutor.com increased 232% from the previous 12 month usage period. Participation by SSC staff in moving the Early Alert system into Workflow resulted in a streamlined and effective notification system for at-risk students.

Development and implementation of an internal referral process to move eligible students into designated programs such as Perkins, TRiO and Disability Services is still in process and will continue into the next reporting cycle as criteria become more defined and relationships between departments become more collaborative. The use of Plato as a support for developmental students is under review and there are new products and resources being piloted. Tutor training was not a priority for the 2010-2011 reporting year and will be moved to the 2011-2012 reporting area as a focus point, as will the formal program evaluation for the TRiO SSS program, which was done at an informal level this period. While the success and completion rate for students with disabilities who receive individual tutoring was not as high as predicted, this group of students will continue to receive individual services to support their academic success.

Overall, services and resources to students through the SSC were improved and enhanced and accomplishments in the 2010-2011 reporting period will be used to support and build upon for the upcoming 2011-2012 year.

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

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

During the academic year 2008/2009 BHC QC campus began the process of creating a master core schedule in response to student dissatisfaction with course availability and scheduling. The master core consists of a subset of courses from the course schedule. This subset is identified as key classes that may have a limited number of offerings or are aligned with many different programs. The times for these offerings are set and other courses that have multiple offerings are worked around them. The document is fluid and changes as new needs arise.

The College offers a complete online AA/AS degree, a regimented 14-month schedule for students to complete their degree, minimester and two summer sessions as well as the traditional fall and spring semester day and evening classes. To create a conflict-free schedule, the College created the “Master Core Schedule” which meets the needs of students by guaranteeing that courses necessary for program completion are offered and is supportive of academic programs by offering classes that ensure program viability.

What are the results/measurable outcomes?

In the Fall of 2007 BHC identified the need to review campus wide schedule efforts as a result of Noel Levitz survey data. The following data was tracked over time and suggests increased student satisfaction. The data indicated increasing concern for scheduling by asking students to rate the following three statements:

Student Satisfaction Ratings <i>Scale of 1 to 7 with 7 being high</i>	FY 2007		FY 2009	
	Satisfaction	Gap between importance/satisfaction	Satisfaction	Gap between importance/satisfaction
There are sufficient courses within my program of study available each term.	5.19	1.40	5.56	1.18
Classes are scheduled at times that are convenient for me	5.42	1.16	5.69	.98
I am able to register for the classes I need with few conflicts	5.66	.92	5.90	.82

Scheduling analysis continues through the use of the Master Core and continual conversations on how to improve course offerings to meet the needs of students at Black Hawk College.

Contact Information

College: Black Hawk College

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

Phone Number: 309-796-5048

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

Title of the Best Practice:

Sustainable Energy Systems Simulator/Calculator: Innovations in Engineering Technology Education

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

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

This educational aid is a CD-Rom, accompanied by specific learning modules that are 3-D and interactive. The CD is designed to simulate processes and performs calculation for classroom discussions on the technology behind four major sustainable energy systems: solar, wind, geothermal and biomass. The aim is to encourage more people to go “off grid” or reduce their ties to traditional energy sources and spark an interest in people to enter the growing field of sustainable energy careers. In addition to the CD-ROM, a website was designed and serves to provide career information in engineering technology to prospective students and assists them in the assessment of their interests and aptitudes. Lastly the College installed two sign lighting projects, one using solar panels and the other using solar panels/wind turbine (hybrid). The two lighting projects have resulted in significant electrical savings as well as a good hands-on educational/learning tool for the students in the Sustainable Energy Systems I and II courses.

What are the results/measurable outcomes?

The interactive 3-D, CD-Rom, the website, the solar panels, and the workshops all have contributed to the field of sustainable energies and engineering technologies. These project outcomes, each of them, expand the overall knowledge level of the general populace and K-12 educators. Through the 3-D CD-ROM educational tool, middle and high school students receive exposure to science and technology and will seek further education leading to careers in engineering technologies and sustainable energy.

1. Introduce specific high interest, advanced technology interactive learning tools and topics to the learning community.
 - a. Faculty developed a sustainable energy simulator/calculator and incorporated it into the curriculum specifically the engineering technology camps for pre-college students. This 3-D interactive tool simulates processes and performs calculations to help classroom discussions on the technology behind four major sustainable energy systems: solar, wind, geothermal and biomass. Learning modules and curriculum for middle, high school and community college students was further developed. The calculator helps determine how many square feet of solar panel is needed to power a house of any given size. Another calculator can determine how many bushels of corn are needed to produce so many gallons of ethanol.
2. Develop real world demonstration models that allow hands-on activities for students and illustrate the principles by which various sustainable energy sources operate
 - a. Two projects were installed at Black Hawk College. The first was a solar lighting project using two 123-W solar panels connected to a charge controller and battery bank installed close to the sign. The stored electrical energy from the sun is used to power the BHC sign at night using LED flood lights. The second project is the hybrid lighting project that uses two 175-W solar panels and a 200w air breeze wind turbine connected to a charge controller and a battery bank installed close to the sign. The stored electrical energy from the solar panel and the wind turbine powers the sign at night using LED flood lights which consume only 84 W DC. The two light projects have resulted in significant electrical savings as well as serve as hands-on learning lab for students.
3. Incorporate into curriculum use of 3-D rapid prototyping modules

- a. Faculty and students in the Engineering Technology curriculum have been using the 3-D rapid prototyping printer and the learning modules since April 2009. Student projects have included
 - i. Isolation rings for the wind generator project
 - ii. Bevel gear for the computer aided drafting 1 course
 - iii. Coin holder for the Black Hawk College logo coin
 - iv. Crescent wrench for demonstration purposes
4. Promote the field of Engineering Technology with middle/high school students
 - a. Engineering Technology tours were conducted with potential students; an Engineering Technology workshop was conducted for middle and high school teachers and counselors to introduce the innovations in Engineering Technology program and to encourage their use in a pre-college classroom. Additionally summer camps are offered to young students with a focus on sustainable energy.

Contact Information

College: Black Hawk College

Name & Title: Ravi Mani, Faculty

Phone Number: 309-796-5279

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Results from Prior Program Reviews Report

None to report on at this time

Appendix

- ❖ Best Practice inclusions:
- ❖ Student Academic Support Services Program Review Model
- ❖ Black Hawk College's Master Core Schedule 10 pages
- ❖ National Science Award 1 page
- ❖ ICCB 5-Year Program Review Schedule 1 page
- ❖ Check list for submission 1 page

Student and Academic Support Services Program Review *Introduction*

The evaluation and review of student and academic services is just as important as the review of Instructional Programs. These services contribute to the academic success of learners and have a vital role in the achievements of the College's mission

The Student and Academic Support Services Program Review is a quality evaluation/continuous improvement process to ensure that these services are meeting the needs of all learners. Each Unit participates in the annual unit planning process and undergoes a more rigorous review every five years with the recommendations for improvement tracked annually in WEAVEonline Unit Plans.

Student and Academic Support Services Review Schedule

2012	2013	2014	2015	2016
• Bursar	• Accounting Services	• Advising Services	• Assessment	•
• Campus Services	• Diversity & Community Connections	• Career Services	• Athletics- East	• Disability Services
• Educational Services	• Financial Aid	• Facilities-East	• Athletics-QC	• Library
• Enrollment Services	• Independent Learning Center	• Facilities-QC	• Bookstore	• Orientation
• Fitness Center	• Marketing	• HR	• ITS	• Student Life
• Payroll	• Police	• Outcomes Assessment	• PIE	• Student Success Center- Tutoring
• Recruitment	• Training	• Purchasing	• Teaching Learning Center	• Welcome Center

Timeline

STAGE 1: Self Assessment Plan to Plan (1-3 page)

Due to PIE August 31, 2011

Self-Assessment Team Names and Titles
Proposed team assignments and roles & responsibilities.
Additional timelines established by the team
Unit Profile

STAGE 2: Unit Operations & Process Self-Assessment (up to 6 pages)

Category 1 due to PIE September 30, 2011

Categories 2 – 7 due to PIE November 23, 2011

Category 1-5 Narrative (up to 6 pages)

Describe what key things (processes) the Unit does to accomplish the criteria outlined in each category. The five criteria categories define the Unit's operations and the process by which results are achieved.

Category 1: Leadership

Category 2: Unit Planning (Strategic)

Category 3: Student Focus

Category 4: Measurement, Analysis & Knowledge Management

Category 5: Workforce Focus

Category 6: Not Applicable

Category 7 Narrative (1 or 2 pages)

Describe the Unit's outputs and outcomes in achieving the work of the Unit. Include the Unit's current level of performance, trend data and performance relative to appropriate comparisons and/or benchmarks. Be sure to include results segmented by all key variables to the Unit such as; students and/or stakeholders characteristics and types of services provided.

Category 7: Results

STAGE 3: Review Team Feedback Report

Due back to the Unit January 13, 2012

STAGE 4: 2011 Unit Plans

Due to PIE March 2012

Incorporate Feedback Report into 2013 Unit Plan and 2013 Budget

STAGE 5: Annual Implementation, Monitoring Improvements, Report Progress through WEAVEonline

Final Non Instructional Program Review Report (up to 10 pages)

Due to PIE in March

Name of Unit/Department

STAGE 1: Unit Profile (1-2 pages)

Due August 1, 2011

Unit Environment

1. What are the Unit's main programs, offerings and services? How does the Unit provide these services (person to person, online, telephone, groups)?

Student & Stakeholder Groups	Main Programs	Main Services	Main Offerings	Delivery Method

2. What is the Unit's Mission Statement (Unit Plan)?

3. Other Staff Demographics (i.e.: education levels, special certifications held by staff, average years of experience of the staff, turnover rate, numbers of faculty, staff, full time, part time, contractual, organized bargaining units and other unique features).

3a. What, if any, external health and safety requirements must the Unit adhere to.

3.b. Describe overall staff skill set as compared to any skill gaps the Unit needs to address.

Name of Faculty & Staff Category or Type	Number	Educational Levels	Diversity Description	Bargaining Units/ Contract Employees	Special Health & Safety Requirements

4. What major technologies, equipment and physical environment/facilities does the Unit use?

Location or Segment	Technologies	Equipment	Facilities	Delivery Method

Unit Relationships

5.1a. Briefly describe the characteristics of the learners/stakeholders you serve. What are their expectations of your services?

Key Student Segments, Stakeholder Groups, or Market Segments	Main Requirements & Expectations for Programs, Offerings, & Services	Special Requirements or Preferences that Differ Among Groups or Segments

5.1b. Briefly describe the characteristics of your suppliers and partners. (This could be an internal unit you collaborate with or an external supplier or partner)

Key Suppliers & Partners	Programs, Offerings, and/or Services Provided	Role in Helping Organizational Innovation	Requirements of Suppliers/Partners

Unit Strengths

List strengths of the unit as identified by hard or soft data sources such as, surveys or feedback from stakeholders, assessments, awards, recognitions or accomplishments, or other data sources.

Unit Areas for Improvement

List organizational challenges or areas for improvement as identified by hard or soft data sources such as, surveys or feedback from stakeholders, assessments and other data sources.

Name of Unit/Department

STAGE 2: Unit Operations & Process (6 pages)

Category 1- Due September 30, 2011

Category 2-5 – Due November 23, 2011

1. Leadership

The Leadership Category examines how the Unit addresses organizational values, directions, and performance expectations.

1.1. Vision & Values

Describe the process(es) used by the Unit's leaders and supervisors to establish the Unit vision and values and how they communicate and encourage high performance. In describing these process(es) please consider the following questions:

1.1a(1) How does the leadership's actions reflect a commitment to the college's values?

1.1a(2). Describe how the Unit promotes an environment that fosters and requires legal and ethical behavior in its staff.

1.1a(3). What strategies does the Unit use to approach succession planning and the development of future College leaders?

Communication & Organizational Performance

Describe the process(es) used by the Unit leadership to communicate with faculty/staff and encourage high performance. Please consider the following questions:

1.1a(1) How does the leadership of this Unit encourage frank, two-way communication, communicate key decisions and reinforce high performance?

1.1b(2) What does the Unit's manager do to review and evaluate effectiveness including, monitoring progress and making mid-year corrections as needed? What do you measure to know you are effective?

2. Unit Planning

The Unit Planning (Strategic) Category examines how the Unit develops the Unit Plan and supporting activities and tasks. Also examined are how the chosen objectives and activities align with the College Strategic Plan, how they are deployed and how progress is measured.

2.1. Unit Planning Development

Describe the process the Unit uses to develop the Unit Plan. Please consider the following questions:

- 2.1a. What is the process (steps) used in developing the Unit Plan? Who participates in the Unit Planning process?
- 2.1b. Describe how the Unit aligns and prioritizes its work with the College Strategic Plan.
- 2.1c. Describe what the Unit's strengths, weaknesses, opportunities and threats are. How did the Unit determine these?
- 2.1d. What are the Units key short and long terms Unit Plan Objectives?
- 2.1f. Describe how the Unit addresses sustainability and continuity in emergencies.
- 2.1g. How does the Unit anticipate and address public concerns with current and future programs, offerings and services?

3. Student, Stakeholder & Market Focus

The Student and Stakeholder Focus Category examines how the Unit determines requirements, expectations, and preferences of students and stakeholders. Also examined is how the Unit builds relationships with students and stakeholders and delivers customer satisfaction and excellence.

3.1. Voice of the Student

Please consider the following questions:

- 3.1a(1). How do you listen to students and stakeholders to obtain actionable information? How do these methods vary for different student groups? How do you use social media and Web-based technologies to listen to students? How do you follow-up with students on the quality of your programs, and services? [\[AQIP 3P1\]](#) [\[AQIP 3P3\]](#)
- 3.1a(2) How do you listen to former students and students from other colleges to obtain actionable information and feedback on the services you provide?
- 3.1b(1) How do you determine student satisfaction and engagement?
- 3.1b(3) How do you determine students dissatisfaction?
- 3.1c. How do you know which communication methods work best with which group of learners?
- 3.1d. Describe how you determine expectations and preferences of future students and stakeholders.
- 3.1e. How do you use information and feedback from students and stakeholders to improve your services? Give examples.

3.2 Student and Stakeholder Satisfaction & Relationships

Describe the process(es) the Unit uses to build relationships to attract, satisfy and retain students and/or stakeholders and to increase student and stakeholder loyalty. Please consider the following questions:

- 3.2a(1) How do you identify students' needs to aid in the design of your programs and services? How do you innovate your services to exceed student needs?
- 3.2a(2) How do you enable students to seek information and support? What are your key support services? How do support services vary by student segments? How do you know what students need?
- 3.2b. Describe how you determine student and stakeholder satisfaction. [\[AQIP 3R1\]](#)
- 3.2b (1) Relationship Management - Describe how you market, build and manage relationships to attract and retain students and stakeholders. [\[AQIP 3P2 and 3P4\]](#)
- 3.2b(2) Complaint Management - Describe how you manage student complaints in order to come to resolution effectively and promptly. [\[AQIP 3P6\]](#)

4. Measurement, Analysis & Performance Improvement

The Information and Analysis Category examines how the Unit analyzes performance data and information.

Unit Performance Measurement

Describe the process(es) the Unit uses to measure and analyze student and operational performance data and information. Please consider the following questions:

- 4.1a(1) Performance Measures- How does the Unit select and collect data for tracking daily operations and progress relative to the Colleges Strategic Plan? List the data you regularly track.
- 4.1a(2) Comparative Data- How do you select comparative data and information to aid you in understanding your unit's performance? List the comparative data you use- other community colleges, national survey data etc.

Performance Analysis & Review

Describe the process(es) the Unit uses to review and improve student and operational performance data and information. Please consider the following questions:

- 4.1b. How does the Unit review performance? What measures do you use to evaluate performance?
- 4.1b. How does the Unit translate its performance review findings into priorities for continuous improvement and innovation?

Performance Improvement

- 4.1c. Best-Practice sharing- how do you use performance reviews findings to share lessons learned with others in the department and/or college
- 4.1c(2) Future Performance- How do you use performance measures to project future performance?
- 4.1c(3) Continuous Improvement and Innovation- How do you use performance review findings to develop priorities for improvement?

5. Faculty & Staff Focus Workforce Engagement

The Faculty and Staff Focus Category examines how the Unit engages, manages and develops its staff to utilize its full potential in alignment with the college's overall mission, strategy and action plans. Also examined are the Unit's efforts to build and maintain a work environment conducive to performance excellence.

5.1. Workforce Environment

Describe how the Unit engages and rewards its staff to achieve high performance. Please consider the following questions:

- 5.1a(1) How do you know that you have enough staff to meet the needs of students/stakeholders and that the staff have the right skills to do the work of the department? How do you schedule staff to meet your service demands and expectations?

5.2. Workforce & Leader Development

Describe the process(es) used by the Unit that ensure the education, training and career development of faculty and staff support the achievement of the Unit Plan and contribute to high performance and motivation of faculty and staff in the Unit. Please consider the following questions:

- 5.2a. How does the Unit know the development and learning needs of its staff?
- 5.2b How does the Unit ensure that its staff has the skills and core competencies to accomplish the Unit Plan?
- 5.2c. When new learning occurs, how does the Unit reinforce the new knowledge and skills on the job?
- 5.2d. How does the Unit transfer knowledge from departing or retiring workers?
- 5.2e. How does the Unit provide a variety of development opportunities, including education, training, coaching, mentoring and work related experiences to meet the various needs of its workforce?
- 5.2f. How does the Unit further develop leaders who have an understanding of personal leadership attributes, organizational knowledge, and ethical business practices?

Unit Results

Your Unit Results should be based on what your Unit has described as your major opportunities/strengths and key services and therefore may not be reflected in all the areas listed in this section. The Unit Performance Results Category examines student-learning results; student- and stakeholder focused results; faculty and staff results; and operational effectiveness.

Student Learning Results (if appropriate)

What measures of student learning and development do you collect and analyze regularly? [\[AQIP 1P13\]](#)
What are the performance results for learning support processes (advising, library tutoring etc) [\[AQIP 1R5\]](#)

Student and Stakeholder-Focused Results

Summarize the student/stakeholder satisfaction results as they pertain to the Unit. Include Unit survey data, and data elements from college wide surveys such as Noel Levitz, CCSSE and PACE.

What are your performance results for student satisfaction? [\[AQIP 3R2\]](#)
What are your performance results for building relationships with students? [\[AQIP 3R3\]](#)
What are your performance results for stakeholder satisfaction? [\[AQIP 3R3\]](#)

Faculty and Staff-Focused Results

What measures of staff satisfaction and engagement do you collect and analyze regularly? [\[AQIP 4R1\]](#)
What are your performance results? [\[AQIP 4R2\]](#)
What evidence indicates the productivity and effectiveness of your faculty, staff and administrators is helping you achieve your goals? [\[AQIP4R3\]](#)

Unit Effectiveness Results

What measures of accomplishing your Unit Plan objectives and activities do you collect and analyze regularly [\[AQIP2P5\]](#)
What performance measures of leading and communicating do you collect and analyze regularly? [\[AQIP5R1\]](#)
What are your results of leading and communicating within and/or among departments?

Evidence of Improvements

What recent improvements have you made? Describe in detail what those improvements were, why you embarked on making them and the evidence you have they are successful.

As a result of this Assessment what Improvement Action Plans do you plan to implement for the coming year and why?



Black
Hawk College

MASTER CORE SCHEDULE

Updated:

4/1/10

1/27/10

12/11/09

4/6/09

Located:

myBlackHawk/Employees/Publications, Forms and Manuals/Institutional Documents/
Master Course Schedule

To create a conflict-free schedule, courses included in this document make up the Master Core Schedule.

These courses/times should not be changed. Please schedule around these classes.

Classes that are in the Master Core Schedule fit the following criteria: Single (or very limited) number of section offerings AND utilized by more than one program OR used by only one program outside of the department that offers the section.

MASTER COURSE SCHEDULE

Course Number	Course Name	Semester	Day	Time	Program/Certificate	Reason
ACCT 101	Financial Accounting	Fall – 1 st 8 wks	MTWF	11 – 12:14	Fourteen month degree	These four accounting courses need to be scheduled as listed so students in the fourteen month degree can take them without conflict and can complete the Accounting sequence in one semester.
ACCT 103	Financial Accounting lab	Fall – 1 st 8 weeks	MTWF	12:25 – 1:14	Fourteen month degree	
ACCT 102	Managerial Accounting	Fall – 2 nd 8-weeks	MTWF	11 – 12:14	Fourteen month degree	
ACCT 104	Managerial Accounting lab	Fall – 2 nd 8 weeks	MTWF	12:25 – 1:14	Fourteen month degree	
ACCT 205	Cost Accounting	Spring	MWF	12: 00 – 12:50	Fourteen month degree	
ANTH 102	Intro to Cultural Anthro.	Fall/Spring	W	evening		
ART 100	Art Appreciation	June Start – 4 wk class	MTWRF	10:30 – 12:45	Fourteen month degree	Students need to be able to take MATH 132 at 8:00
ART 231	Photography	Spring	MW	1:00-3:44	Web Developer Certificate	
ART 290	Applications in Computer Art	Fall	TR	9:30-12:00	Web Developer Certificate	
BA 110	Intro to Business	Fall	MWF	10:00-10:50	Acctg. Spec.	
			T/R	11:00-12:15	Fin. Serv. Mgmt	
					Bus. Mgmt. Mktg	
					Lead Employee	
					BIT-3 rd Sem.	
BA 160	Business Math 1	Fall	MWF	9:00-9:50	Info Proc. Cert.	
		and/or	TR	8:00-9:15	Fin. Serv, Mgmt	
					Acctg. Spec-1 st sem	
					Bus. Mgmt. Mktg	
					Lead Employee	
					Banking & Finance	
					Admin Assist.	
					BIT	
					Legal Office Prof.	
BA 170/171	Fund. Of Acct. I	Fall	T/R	9:30-10:44 11:00-11:50	HIM-3 rd Sem	

Course Number	Course Name	Semester	Day	Time	Program/Certificate	Reason
				(Lab)		
		Spring	T/R	1:00-2:15 2:30-3:20 (Lab)	Acct. Spec. 1 st Sem	
					Banking & Finance	
BA 180/181	Fund. Of Acct.II	Fall	M/W/F M/W	BA 180 12:00-12:50 BA 181 1:00-1:50	Fin. Serv. Mgmt. 3 rd Sem	
BE 100	Work Environ. Ori.	Fall	T/R	11:00-11:50	All BE	
					HIM	
					Medical Billing Spec.	
					Medical Coding Spec.	
					Medical Office Spec.	
					Medical Office Recept.	
					Medical Trans.	
BE 110	Data Entry App.	Fall	M/W	12:00-12:50	Medical Billing Spec	
					Medical Office Recept.	
BE 141	Computerized Keyboard. I	Fall	T/R	12:30-1:44	Medical Trans	
					BIT	
					Legal Office	
					HIM	
					Medical Billing Spec.	
					Medical Coding Spec.	
					Medical Office Recept.	
BE 145A/B/C		Fall	MWF	10:00-10:50	Acctg. Spec.	
					Admin. Assisting	
					BIT	
					Legal Office Prof.	
BE 180	Business Comm.	Fall	M/W	1:00-2:55	Admin. Assist. -3 rd Sem	
					Legal office Prof	
					Medical Office Recept.	
BIOL 101	General Human Biology	Spring – 1 st 8 weeks	MTWRF	Block 4 (Can start after 1:00 MWF and	Fourteen month degree	Needs to be in block 4 to coordinate with other offerings in the fourteen

Course Number	Course Name	Semester	Day	Time	Program/Certificate	Reason
				12:30 TR		month program.
BIOL 145	A&P I	Fall	MW or TR			
BIOL 146	A&P II	Spring	MW or TR			
BIOL 261	Microbiology	Fall & Sp	MW or TR			Needs to gel with PSYC 200, SOC 101, ANTH 102
BL 201	Business Law I	July Start	MTWRF	10:30 – 12:44	Fourteen month degree	Students need to be able to take this course and MATH 132 (8:00 hour) during the summer.
BL 202	Bus. Law II	Fall & Spring		9:30 – 10:44	Fin. Serv Mgmt.	
					Account. Spec.-3 rd sem	
					Banking & Finance	
					Legal Office Prof	
CD 100	Intro to Early Childhood	Fall	TR	11:00	AAT Early Childhd. Edu. AAS Early Childhood	Need to coordinate w/Math and CS.
CD 102	Role of Teacher Assistant	Fall	R	5:30	Teacher Aide Certificate	
CD 115	Infant Toddler Development	Fall	Online		Infant Toddler Credential (plus all courses in AAS degree)	
CD 200	Growth and Dev of Young Children	Fall Fall	TR TV-GTD	8:00	AAT Early Childhd. Edu. AAS Early Childhood	
CD 201	Health, Safety, and Nutrition	Spring (odd) Spring (even)	TR Evening	12:30 5:30	AAT Early Childhood Education AAS Early Childhood	
CD 202	Observation and Guidance of Young Child	Spring Spring	T Online	8:00 ---	AAT Early Childhood Education AAS Early Childhood Teacher Aide Certificate	
CD 203	Curriculum for Early Childhood Programs	Spring	TR	9:30	AAT Early Childhood Education	

Course Number	Course Name	Semester	Day	Time	Program/Certificate	Reason
		Spring	TV-GTD	---	AAS Early Childhood	
CD 204	Child Development Practicum I	Fall	M	4:30-5:20	AAS Early Childhood	
CD 205	Language Dev and Activities for Young Children	Fall (odd)	M	5:30 pm	AAS Early Childhood Teacher Aide Certificate	
		Fall (even)	TR	12:30 pm		
CD 206	Creative Activities for Young Children	Fall	TR	9:30	AAS Early Childhood	
CD 207/MUSC 207	Music for Young Children	Fall Spring	MWF	11:00	AAS Early Childhood (elective)	
CD 212	Survey of Children with Special Needs	Fall	T	5:30	AAT Special Education	
		Spring	MWF	12:00	AAS Early Childhood Teacher Aide Certificate	
CD 214	Child Development Practicum II	Spring	M	4:30-5:20	AAS Early Childhood	
CD 215	Infant Toddler Curriculum	Spring	Online		Infant Toddler Credential (plus all courses in AAS degree)	
CD 220	Child Care Center. Early Childhood Admin.	Spring (odd)	Evening	5:30	AAS Early Childhood	
		Spring (even)	TR	12:30		
CD 222	Child, Family, and Community	Spring	M	5:30	AAT Early Childhood Education AAS Early Childhood (elective)	
CD 224	Methods of Guiding Children's behavior	Fall (odd)	TR	12:30	AAS Early Childhood	
		Fall (even)	M	5:30		
CD 225	Math and Science for the Young Child	Spring	TR	11:00	AAS Early Childhood	
CIP 170	Web Page Dev.	Fall	MW	8:00-9:50		
CIP 211A	Intro to Flash	Spring	MW	10:00-11:50		
COMM		Fall	MWF	10:00-10:50	Law Enforcement Tech.	Child Development

Course Number	Course Name	Semester	Day	Time	Program/Certificate	Reason
100		Spring	TR	9:30-10:45		
COMM 105		Fall	T/Th	9:30-10:45	Information Processor	Creates conflicts if moved
		Spring	MWF	10:00-10:50		
					Accounting Specialist	
					Financial Serv. Mgmt	
					BIT	
					Legal Office Prof	
					Medical Transcription	
					HIM	
CS 100	Intro to Computers	July Start	MTWRF	10:30 – 1:14	Fourteen month degree program	Needs to be in July Start at 10:30 to coordinate with other 14-month offerings. Students need to be able to take an 8:00 class in addition to this one.
CS 121	Intro to Computer Science	Fall (only)	MWF	9:00-10:50	Computer Science Transfer	
CS 210	Intro to Educational Computing	Spring	MW (online)	12-2:00		We need to work with AAT chairs to get a good time for this because of decreasing enrollments, we will only be offering this once per year in the classroom
CS 225	Advanced Programming	Spring	TWR	8-8:50	Computer Science Transfer	Math major
			TR	9-9:50		
CS 251	Programming for Science	Fall	MWF	12-12:50	Pre-Engineering	Works with Physics and Calc classes
ECON 221	Principles of Macro Economics	June Start	MTWRF	10:30 – 12:44	Fourteen Month Accounting and Business transfer	Students need to take during the June 4 wk summer session 30 to coordinate with other 14-month offerings. Needs to be at 10:30 so students can take

Course Number	Course Name	Semester	Day	Time	Program/Certificate	Reason
						SPEC 101 at 8:00.
ECON 222	Principles of Micro Economics	July Start	MTWRF	8:00 – 10:14 AM	Fourteen Month Accounting and Business transfer	Students need to take during the July 4 wk summer session 30 to coordinate with other 14-month offerings. Needs to be at 8:00 so students can also take CS 100 at 10:30.
EDUC 101	Intro to Education	Fall	W (DL)	1-3:10	AAT Secondary Math AAT Special Ed. AAT Secondary Math	
EDUC 102	Diversity of Schools and Society	Spring	Online		AAT Special Education	
ENG 091	Writing Fundamentals II	Fall/Spring		5:30-7:10 pm		
ENG 101	Composition I	Fall – 1 st 8 weeks	MWF and TR	8:00 – 8:50 and 8:00 – 9:15	Fourteen month degree	Needs to be in Block 1 to coordinate with other offerings.
ENG 102	Composition II	Fall – 2 nd 8 weeks	MWF and TR	8:00 – 8:50 and 8:00 – 9:15	Fourteen month degree	Needs to be in Block 1 to coordinate with other offerings.
HIST 106	US History Since 1877	July start	MTWRF	8:00 – 10:15	Fourteen month degree	Needs to be at 8:00 so students can take CS 100 at 10:30
MATH 103	Essentials of Math	Fall & Sp	TR	5:30-7:45	Welding Certificate	Must be on TR evening since WLD courses are on MW. (When COER had more students, we use to run a day section in the Fall semester.)
MATH 118	Precalculus	Fall & Sp	MTWRF	11:00-11:50	Pre-Engineering and others	The 11:00 am hour has been the calculus hour. This was established so that pre-

Course Number	Course Name	Semester	Day	Time	Program/Certificate	Reason
						engineering students could take the classes they needed without conflicts between departments.
MATH 123	Tech Algebra/Trig	Fall or Spring, if offered during the day	MTWR	12:00-12:50	Engineering Technology	No other freshman ENGT course can be offered during this “math” hour for all three tracks within engineering technology.
MATH 124, 225, 226	Calculus I, II, III	Fall & Spring Fall only	124: MTWR 225: MTWR 226: MTW RF 124: MTWR	11:00-11:50 2:00-2:50	Pre-Engineering and others	The 11:00 am hour has been the calculus hour. This was established so that pre-engineering students could take the classes they needed without conflicts between departments. In Fall, the second section of Calculus I runs at 2:00 pm to avoid these potential scheduling conflicts.
MATH 131	Finite Math for Business	Fall evening Fall	TR TR	PM 9:30 – 10:44	Business Transfer	These courses are offered during times not to conflict with Business transfer students’ other business courses. The AM time is needed to coordinate with other courses in the fourteen month degree program.
MATH 132	Calculus for Bus/Soc Sciences	Spring evening	MW	PM	Business Transfer	These courses are offered during times not to conflict with Business transfer students’ other business

Course Number	Course Name	Semester	Day	Time	Program/Certificate	Reason
		June Start	MTWRF	8:00 – 9:45	Fourteen month degree program	courses. Needs to be at 8:00 so students can take a 10:30 class.
MATH 161	Discrete Mathematics	Spring	TR	12:30-1:45		
MATH 223	Technical Calculus	Fall or Spring, if offered during the day	MTWR	12:00-12:50	Engineering Technology	No other freshman ENGT course can be offered during this “math” hour for all three tracks within engineering technology.
MATH 228	Probability and Stats	Spring	TR MWF OR MWF OR TR OR TR	PM 8 – 8:50 9 – 9:50 8 – 9:14 9:30 – 10:44	Business Transfer Fourteen month degree program	These courses are offered during times not to conflict with Business transfer students’ other business courses. Needs to be in any of these four time blocks – second or fourth options work best for student schedule
MATH 230	Linear Algebra	Spring	MWF	9:00-10:00		
MUSC 154	Music Appreciation	Minimester		Any time	Fourteen month degree program	Coordinates with other courses in the fourteen month degree program.
MUSIC 207/CD 207	Music for Young Children	Fall & Spring	MWF	11:00-11:50		
PHI: 103	Ethics	June start – 4 weeks	MTWRF	8:00 – 10:15	Fourteen month program	Coordinates with other offerings in the program.
PN 110	Basic Anat./Phys.	Fall	M	9:00-11:50	HIM	

Course Number	Course Name	Semester	Day	Time	Program/Certificate	Reason
					Medical Trans.	
PS 205	Issues in Technology and Science	Minimester	Online		Fourteen month degree	Needs to be offered during minimester so students can fulfill the physical science requirement for the fourteen month degree.
PSYC 101	Introduction to Psychology	Spring – 2 nd 8 weeks	MWF and TR	1 – 1:50 and TR 12:30 – 1:45	Fourteen month degree	Needs to coordinate with other offerings in the fourteen month degree program.
PSYC 200	Human Growth and Development	Fall Fall/Spring	T MW	5:30-8:55 pm 3:30-4:44	ADN	
REA	098	Fall/Spring	MW	5:30-7:10 PM		
SOC 101	Principles of Sociology	Fall/Spring June start – 4 wk	W R MTWRF	Hybrid Evening 10:30 – 12:45	 Fourteen month degree program	 Needs to be offered at this time to coordinate with 8:00 offerings.
SPEC	101	June Start	MTWRF	8 – 10:15 AM	Fourteen month degrees	Students need to take during their first June start session.

Course Name	Course Number	Semester	Day	Time	Program/Certificate	Reason
DUE TO AVAILABILITY OF FACILITY						
HPE 142	Personal Defense	Fall and Spring	M	5:00-7:15 pm	Health & P.E.	Elementary Ed Majors Availability of facility: Lower Gym
HPE 211	Intro to Community Rec	Fall	R	5:30-8:55 pm	Health & P.E.	Availability of facility: Lower Gym
HPE 215	Leadership in Leisure Activities	Spring	R	5:30-8:55 pm	Health & P.E.	Availability of facility: Lower Gym
HPE 260	Physical Ed, Grades 106	Fall	T	5:00-8:30 pm	Health & P.E.	Availability of facility: Lower Gym
MASG	All	Year round	MTWR	9:30-1:45	Massage Therapy	Availability of facility: Q3-102
MASG	All	Year round	MTWR	5:15-8:30 pm	Massage Therapy	Availability of facility: Q3-102
MT 114	Basic Measurement	Spring	R	5:30-8:20	Welding Certificate	Must be on T or R evening since WLD courses are on M and W. We try to run it as a one night a week class, selecting R so that the students will have classes MWR each week.
WLD 101, 102, 103, 105, 117, 118, 120, 121, 122, 125	All Arc, Mig, Tig, and Oxy WLD courses	Fall/SP	MW	5:00 – 10:00	Welding Certificate	Rental of Area Career Center is possible on MW evening.
WLD 109	Welding Blueprint Reading	Fall	R	5:30-8:15	Welding Certificate	Must be on T or R evening since WLD courses are on M and W. We try to run it as a one night a week class, selecting R so that the students will have classes MWR each week.



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Calendar Proposed Program Review Schedule

Year -- 2012	Year -- 2013	Year -- 2014	Year -- 2015	Year -- 2016
<p><u>Occupational (PCS-12 & 16)</u></p> <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 Coding Specialist (510713) Medical Billing Specialist (510714) Medical Office Receptionist (510716) Massage Therapy (513501) Computer Information Processing (5212xx) <p><u>Transfer – Written & Oral Communication (PCS-11)</u></p> <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) <p><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> General Education General Occupation & Technical Studies (12-240102) Law Enforcement Transfer (11-450401) 	<p><u>Occupational (PCS-12 & 16)</u></p> <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 Continuity Planning (520201) Business Information Technology Certificate (520204) Administrative Assisting (520401) Information Technology (5204xx) <p><u>Transfer – Mathematics (PCS-11)</u></p> <ul style="list-style-type: none"> Computer Science Computer Science Information Systems (110101, 110201, 110501) Mathematics (270101, 270301, 270501) Supply Chain Management <p><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><u>Occupational (PCS-12 & 16)</u></p> <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) <p><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) 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) <p><u>Cross-Disciplinary</u></p> <ul style="list-style-type: none"> Remedial/Development (PCS-14) Accounting Transfer (11: 110901, 520301, 520302) 	<p><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) 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) <p><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) Pre-Law (430103, 520101) Music [Therapy, Performance, or Business] (500902-500904, 509996) Philosophy (380101-380103, 380201) Theatre (500501, 500502, 500505-500507, 500599, 509997) <p><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><u>Occupational (PCS-12 & 16)</u></p> <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) <p><u>Transfer – Social & Behavioral Sciences (PCS-11)</u></p> <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) <p><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) 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)