FY2014 PROGRAM REVIEW

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

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

The purpose of Black Hawk Colleges Program Review Report is to rigorously discuss Program and Discipline viability, strengths, weakness, occupational demand and student learning outcomes all relative to the continuous improvement of the Program. Furthermore the purposes of Program/Discipline Review are:
1) To support department level planning and decision making related to:
   a) Assuring the continuing needs and improving the quality and cost-effectiveness of instructional programs and discipline course offerings.
   b) Assessing, improving and updating programs/ course offerings on a regular basis;
   c) Discontinuing programs/ discipline courses when there is no longer sufficient demand, quality cannot be maintained at an acceptable level, or there are no longer occupational demands to support the cost of instruction.
2) To demonstrate the accountability of the College to the ICCB in maintaining high quality, cost-effective programs and discipline courses that are responsive to the needs of students, businesses and industries in Illinois.
3) To identify best practices, exemplary innovations and program issues that need to be addressed at the state level by ICCB.

Definitions:
Career & Technical Education Programs (CTE) A "career & technical education program" is a curriculum designed to prepare students for employment in a specific field. This includes those leading to an associate in Applied Science Degree, or Certificate.
The Program for "academic disciplines" (Discipline) are the courses and sequences of courses in written and oral communications, mathematics, physical and life sciences, humanities and fine arts, and social and behavioral sciences. These reviews focus on the quality of individual courses and clusters of courses, using existing assessment and other information identified by the college and the ability of those courses to prepare students to meet the general education requirements established by the College.

TIMELINE	
09/01/2013	Programs Identified
09/27/2013	Program Titles/WEAVEonline Entities Confirmed
09/27/2013	Course tied to curriculum confirmed
10/01/2013	Program Review Kick-Off Meeting
10/25/2013	Questions on Student Need, Human Resource Review Complete
11/22/2013	Questions on Student Outcomes Achievement, Placements & Follow Up
12/13/2013	Questions on Curriculum and Financial Analysis Complete
02/07/2014	Final recommendations complete and discussions with Deans on unit planning. budgeting and program review begin
02/07/2014	Program Review Department process complete
03/07/2014	Budgets Due
04/30/2014	Executive Summaries complete by Deans

FY2014 PROGRAM REVIEW GUIDELINES

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

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

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

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

PROGRAM REVIEW TEMPLATE

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

STUDENT AND MARKET NEED

Discussion Questions:

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

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

HUMAN RESOURCE REVIEW

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

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

STUDENT OUTCOMES, ACHIEVEMENT, PLACEMENT AND FOLLOW-UP

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

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

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

CURRICULUM/INSTRUCTIONAL APPROACHES

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

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

FINANCIAL ANALYSIS

Discussion Question:

a) Discuss the revenue/expense data provide in terms of the cost and benefits of the program. If costs have been greater than revenues describe your efforts (planned or already in place) to move toward a balance of revenue and expenditures or plans to at least keep deficits at a stable level.

b) Is the operational cost of the program average compared to other programs in the state? Compared to other CTE programs at the college? Why are the costs higher or lower? What steps can be taken to offer the program more cost effectively?

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

RECOMMENDATIONS

Discussion Question:

a) Summarize and prioritize major recommendations that have been documented throughout the Program Review Process, include a rationale and present your findings to the Dean

b) Identify an effective best practice to share. (Appendix)

c) Ensure all documentation is recorded in WEAVEonline
   o Answers to all Program Review WEAVEonline Questions
   o Generic/Classroom Course Syllabi Review – Appendix
   o Effective Best Practice – Appendix

Program Review WEAVEonline Question:

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

The Learning-Centered Generic (ICCB) Syllabus REVIEW

Source: Faculty Handbook August 2008

Syllabus Guidelines

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

Generic Course Syllabus

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

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

The Classroom Syllabus

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

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

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

Distance Learning Syllabi

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

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

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

APPENDIX B

CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW ICCB SUMMARY REPORT

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

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

Action: (_Select_ **ONE)**

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

Improvements & Rationale for Action

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

Principle Assessment Methods Used in Quality Assurance for this Program

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

APPENDIX C

EFFECTIVE BEST PRACTICES

TITLE OF BEST PRACTICE

PROGRAMATIC AREA
- [ ] Academic Discipline
- [ ] Career and Technical Education
- [ ] Cross-Disciplinary
- [ ] Student & Academic Support Services

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

What are the results/measurable outcomes?

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