

Black Hawk College

Detailed Assessment Report

2012-2013 Business Information Technology AAS-9365, and CERT- 9365

As of: 9/18/2013 08:21 AM CENTRAL

Analysis Questions and Analysis Answers

(PR) STUDENT/MARKET NEED: (CTE) Describe the current and future occupational demand for the program. Include Advisory Committee feedback on demand for skills and an analysis of student enrollment trends and projections.

Current and Future Demand: According to the data provided it appears that our region's demand is projected to increase significantly (6.4%) over the next five years. National (7.9%) and state (7.7%) trends predict even more growth in demand. The median salary of \$18.01 per hour should continue to attract students to this field. Advisory Committee Feedback: The program typically receives 1-2 calls from area offices requesting students for part-time and/or temporary hire. Some of these requests culminate in full time employment for students. Advisory Board program improvement recommendations are to continue to keep software up-to-date and possibly explore certifications such as MOUS. Student Enrollment Trends: Student enrollment has shown significant increases that appear to be inaccurate. We project future enrollment to remain constant or increase based on salaries for such positions.

Connected Documents

[BUSINESS INFO TECH CERT DEMOGRAPHICS](#)
[BUSINESS INFO TECH OCCUPATION REPORT](#)

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

Space capacity and instructor staffing meets students and employers needs. Minimum Competency: All instructors meet the minimum competency of: Master's degree in Business Education, Instructional Design and Technology, Business Administration, Education, or other related business field required. Bachelor's degree in Business Education, Business Teacher Education, Workforce Education and Development (with specialization in business education), or Career and Technical Education (with a concentration in business education) required. One year of high school or college teaching required in the business area. Knowledge of current microcomputer software applications required. Skill in teaching Keyboarding, Business Communication, Office Management, Administrative Office Procedures, Machine Transcription, Data Entry, and Records Management – all or a majority of these preferred. One year of documented successful office work required. Must possess demonstrated oral English proficiency for classroom instruction.

Connected Document

[BUSINESS INFO TECH COURSE CAPACITY DATA](#)

(PR) STUDENT OUTCOMES, ACHIEVEMENT, PLACEMENT, FOLLOW-UP: (ALL) What measures of student learning and development does the Program/Discipline collect and analyze regularly? What are the findings from this analysis? What improvements have been made as a result of these findings?

The department requires all Business Information Technology graduates to complete an employment portfolio in the BE 261 Seminar course as well as complete 16 weeks of internship which includes on the job experience. Student strengths and weaknesses are noted on job performance reviews from their internship site. Any weaknesses are discussed with students and recommendations are made for improvements. Portfolios are reviewed for quality and job placement probability. Any weaknesses are discussed with students and recommendations are made for improvements. The overall program appears to be very strong and competitive based upon discussions with Advisory Board members and internship site employers.

Connected Document

[BUSINESS INFO TECH GRADE DISTRIBUTION](#)

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

Students graduating from the Business Information Technology program are evaluated by their internship employers. Internship site employers provide high ratings for student skills from Black Hawk College and many are hired into their internship site's firms.

(PR) STUDENT OUTCOMES, ACHIEVEMENT PLACEMENT, AND FOLLOW-UP: (ALL) Of the _____ ICCB Generic course syllabi in this program area, _____ meet all course syllabi elements as established by the ICCB Program Manual and outlined in the Faculty Handbook. List those Generic course syllabi and describe the approach the department will use to ensure those not meeting all the Generic Course syllabi elements will be updated within the coming academic year. Faculty course level and Distance Learning Course Syllabus review is not included in this process.

Of the 1 ICCB Generic course syllabi in this program, 1 (all) meet all course syllabi elements as established by the ICCB Program Manual and outlined in the Faculty Handbook.

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

This is not applicable as there are no independent 3rd party credentials that can be obtained for students in these programs.

Connected Document

[BUSINESS INFO TECH COURSES TIED TO](#)

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

Curriculum changes: We have recently time sequenced courses to adapt to the student schedules so they can have a full load without time conflicts. This schedule also adapts to their personal preferences such as T/R schedules or MWF

schedules or online schedules. Convenient and student friendly schedules encourages retention and completion. We have sequenced courses identically across degree and certificate programs (e.g., the first semester of the Business Information Technology Certificate courses are identical to the first semester listings in the Business Information Technology degree. In addition, these common courses are offered at the same time for Legal Office Professional and Administrative Assisting students). This enables students to see that they can continue to earn other certificates and degrees smoothly. We have rearranged course sequences being cognizant of a mix of academic rigor and previously attained knowledge in other classes. This enhances their success in later courses and allows them a variety of course topics in each semester. Modes of Delivery: We use the following modes of delivery: classroom, hybrid, and online. Courses are offered in a variety of lengths and start-times (16 week classes, 12 week evening courses, 8 week courses, 5 week courses, 4 week courses). 48% of our Business Information Technology curriculum is online. Students desiring more online courses may use the ICE system wherein they take the online course offered through another Illinois institution. Online education appeals to our non-traditional students and those having work, health, family, and transportation issues. We have mixed feelings about the use of online education in that our Advisory Council requests a certain level of classroom courses to attain the skills needed...soft skills especially. All of these modes of delivery keep the students in college and increase the likelihood of student retention and graduation. Structure: The Business Information Technology certificate flows seamlessly into the 2 year AAS Business Information Technology degree. The Business Information Technology degree also highly correlates with the Legal Office Professional degree and the Administrative Assisting degree. Many students are opting to obtain more than one degree and several certificates which gives them more marketability in the workplace. Scheduling: Compression of the number of sections caused a major review and revamp of time slots for courses. This culminated in a master schedule for the program. Some courses are now offered only one semester/year with a day offering or online option. These timings have been coordinated and fine tuned within other disciplines in the college whose programs are interdependent.

Connected Document

[BUSINESS INFO TECH CERT ACADEMIC PLANNING CHECKLIST](#)

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

In the past five years we have added BE 120 Technology Tools and BE 146 Excel for Business (to replace CIP 230 Spreadsheet Analysis) into the curriculum. In addition, delivery methods were expanded to include online/hybrid formats to accommodate student needs (BE 141, BE 142, BE 163, BE 170, BE 171, BE 180, BE 248 A, B, C, BE 247, BE 260, BE 264). Scheduling changes that may be needed might require additional courses be delivered in online/hybrid format.

(PR) CURRICULUM / INSTRUCTIONAL APPROACHES: (ALL) Provide evidence of how the program incorporates & aligns secondary and postsecondary education elements?

Students complete projects/reports which build on writing and computer/technical skills introduced in their secondary education programs. Other skills developed include comprehension of material illustrated through exams and quizzes. This program incorporates and aligns with other postsecondary education courses. For example, the core courses for Business Information Technology are the same core courses for Legal Office Professional and Administrative Assisting programs.

(PR) CURRICULUM / INSTRUCTIONAL APPROACHES: (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?

According to the attached document, the following career ready practices are required to meet the minimum criteria of a Program of Study: 1. Act as a responsible and contributing citizen and employee. Courses that meet this objective are: BE 100, BE 122, BE 261, BE 265. For example, BE 100 requires students to complete a service learning project; BE 261 requires students to perform one community volunteer activity. BE 122 requires students to work with a community mentor in their field; BE 265 requires students to work in an office as a contributing employee. 2. Apply appropriate academic and technical skills. Many of the courses require real-world applications and how to apply them in a workplace situation. 3. Attend to personal health and financial well-being. BE 100, BE 122, BE 260, and BE 261/265 involve discussion/activities related to personal health, workplace performance and personal/financial well-being. 4. Communicate clearly, effectively and with reason. Many courses require students to communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/ or visual methods. They communicate in the classroom and workplace with clarity and purpose to make maximum use of their own and others' time. 5. Consider the environmental, social and economic impacts of decisions. Many courses involve discussion/activities related to the nature of individual work as it relates to the impact on the social condition, the environment and profitability of an organization. 6. Demonstrate creativity and innovation. Many courses require students to complete projects that demonstrate creativity and innovation. 7. Employ valid and reliable research strategies. BE 180, BE 100, and BE 260 require students to research issues related to communication trends, problem solving strategies, and corporate social responsibilities. 8. Utilize critical thinking to make sense of problems and persevere in solving them. Many course objectives require students to readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. 9. Model integrity, ethical leadership and effective management. Several courses involve activities/projects related to personal integrity, ethical leadership, and effective management practices. 10. Plan education and career path aligned to personal goals. BE 265 students create both short-term and long-term career and personal goals for their portfolio project. BE 100 requires students to complete goal assessment testing. 11. Use technology to enhance productivity. Students use existing and new technology to accomplish tasks and solve problems related to business/employment. 12. Work productively in teams while using cultural/global competence. Students work in teams in several courses.

Connected Document

[Perkins Program of Study Criteria](#)

(PR) CURRICULUM / INSTRUCTIONAL APPROACHES: (DUAL CREDIT): Describe the opportunities for secondary students to acquire postsecondary credits.

Due to the nature of technology software differences between secondary schools and BHC, dual credit opportunities do not exist. In addition, many secondary teachers do not meet the minimum competency required to teach in the program. However, articulation agreements exist with area secondary schools for keyboarding, accounting, and web page courses.

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

While the BE discipline cost per credit hour has increased, recent retirements will significantly decrease future costs. In addition, it appears the credit hour generation has increased since 2009, which should also offset costs per credit hour.

To maintain or sustain program viability, equipment upgrades will need to be made such as updating software and hardware to keep with current technology and implementing new tools such as iPads into courses. We were awarded grant monies to obtain several iPads for fall 2012. However, requests to keep Adobe licenses updated have been denied.

Connected Document

[CREDIT HOUR/UNIT COST-BUSINESS INFO TECH](#)

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

The Business Information Technology degree should provide adequate employment opportunities for students - projections in employment are expected to increase. With technology developing and changing rapidly, this should be a degree/certificate that continues to be of interest to students. Students who complete the program should have strong technology skills in current computer applications software/hardware, which is needed in all offices. Ethical and professional demeanor is emphasized in the classroom. Includes practice in teamwork skills to fit into today's office team (suggested by advisory committee). Ladder concept allows students to complete the certificate, obtain a job, and finish the degree online. Alternative course formats are offered such as online, hybrid, and varied start/end dates.

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

Lack of marketing the program. Lack of IT personnel to maintain labs, update software, and troubleshoot in a timely manner. College wide advisory council is not conducive to our best members attending. Thus, input is not as valuable. It is not intimate enough and past members are used to having a meal and discussing relevant issues. Attendance has been declining and is now at about 3. Lack of funding for the program - it is vital that we offer courses that teach the most up-to-date computer applications software, as well as continue to develop innovative courses with new technology. With limited Perkins dollars and many career programs requesting those amounts, it is becoming more difficult to keep our courses current due to this lack of funding. The college needs to seek out more grant funding opportunities and provide these opportunities to all programs on an equitable basis. Due to unavailability of money to support Adobe Dreamweaver for BE 171, we have modified the curriculum to include free web tools rather than Dreamweaver. An Adobe certificate has been placed on hold as a result of this as well. It will be difficult to create new courses/programs without adequate funding. The college needs to look to cloud computing to keep software costs reasonable, which will allow for new course/certificate development and keep current courses up-to-date.

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

Market the program on the BHC homepage. Obtain Perkins funds or other funding for updated equipment, such as iPads and notebooks for BE 120 Technology Tools. Obtain funding for software as well, such as current versions of Adobe, Microsoft Office, etc. It is vital the students learn the most up-to-date software. Continue to develop relevant courses based upon Advisory Board feedback and secure any funding to offer such courses. Continue to seek out alternative methods of delivery for courses to increase enrollments. Implement a testing center so that students are able to take the MOUS (Microsoft Office User Specialist) exam. This will enhance employment opportunities and may increase enrollment in those courses that teach application software (BE 145 Word, BE 146 Excel, BE 264 Access, and BE 163 PowerPoint). It could also serve as an overall assessment tool for the program. An additional area of improvement includes expanding relationships with high schools, other institutions of higher education, and businesses promoting educational, personal growth, and possible future employment opportunities for students. Effective Best Practice: A portfolio evaluation is the overall principle method of assessment for this Business Information Technology Program. As students create portfolios, they are actively involved in and reflecting on their own learning. Students are required to gather artifacts from their studies and place them into a binder that can be used in a job interview to demonstrate their skills and accomplishments. Students are required to write a purpose statement describing why they chose the business technology field and how they expect to use their skills on the job. Students are also required to include the following: resume, application letter, list of references, transcripts, three letters of recommendation, awards/certificates, and work samples from various courses. Portfolios are reviewed for quality and job placement probability. Any weaknesses are discussed with students and recommendations are made for improvement. Recommendations are also made at the course level for weaknesses noted through portfolio review. The measurable outcomes are that a majority of the students earn 90-100 percent on the portfolio project. Around 10 percent of students earn less than 90 percent. This indicates that the artifacts chosen by students are exemplary and reflect their readiness to enter the workforce in the Business Information Technology field. The rubric has been used for several years and has met the needs of the department for overall program assessment. Deficiencies in instruction have been addressed through discussions among faculty within the discipline. For example, letter formats in BE 180 Business Communications have been adjusted to reflect the same formats taught in BE 145 Information Processing and BE 142 Keyboarding courses.

Connected Document

[Portfolio Evaluation Document - Best Practice](#)

Black Hawk College

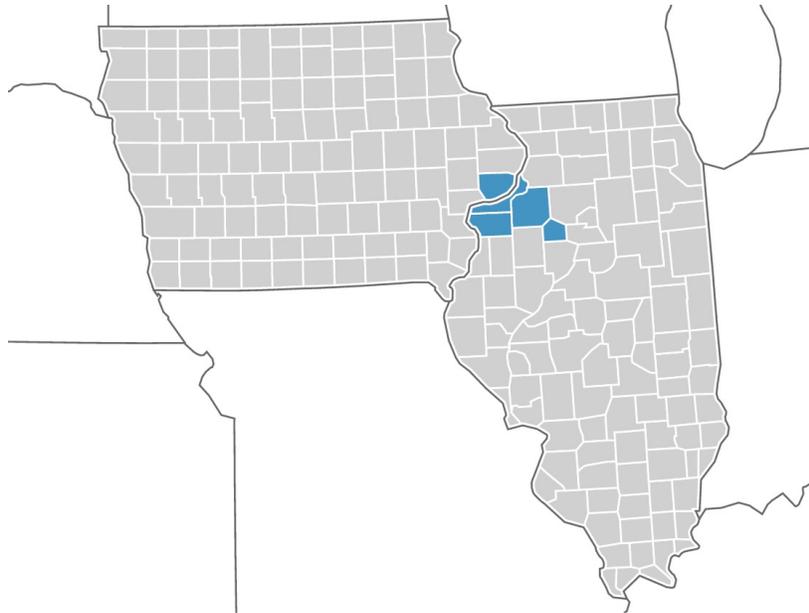
6600 34th Avenue

Moline, Illinois 61265

309.769.5000

Occupation Report

District plus Scott County, IA



Region Info

Name: District plus Scott County, IA

Description: BHC's four main districts plus Scott County, IA

County Areas: Henry, Illinois (17073), Mercer, Illinois (17131), Rock Island, Illinois (17161), Stark, Illinois (17175), Scott, Iowa (19163)

Occupation Group

First-Line Supervisors of Office and Administrative Support Workers (43-1011)

Data Entry Keyers (43-9021)

Job Distribution



Occupation Facts

Annual Openings Estimate (2012) 62

Related Completions (2010) 10

Current Job Postings N/A for Multiple Occupations

Gender

Male 27% 

Female 73% 

Age

14-18 0% 

19-24 3% 

25-44 43% 

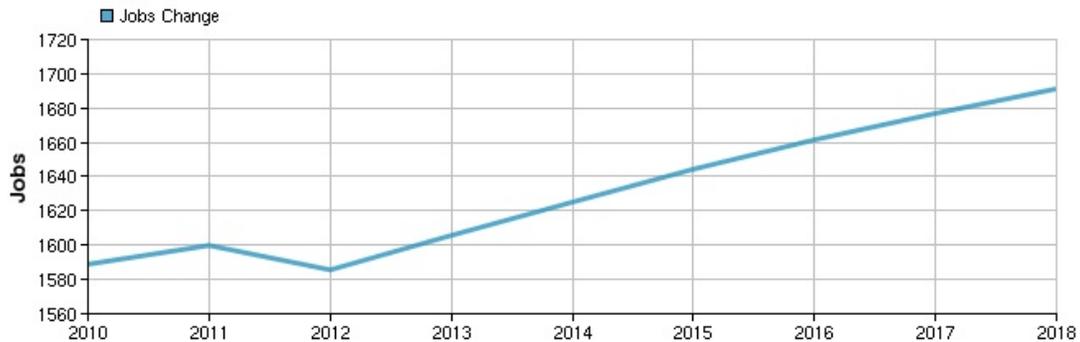
45-64 51% 

65+ 3% 

1,586 Jobs (2012) Location Quotient: 0.70	6.4% % Change (2010-2018) National: 7.9%	\$18.01/hr Median Earnings National: \$21.95/hr
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District plus Scott County, IA | Growth for Target Occupations

1,589 2010 Jobs	1,691 2018 Jobs	102 Change (2010-2018)	6.4% % Change (2010-2018)
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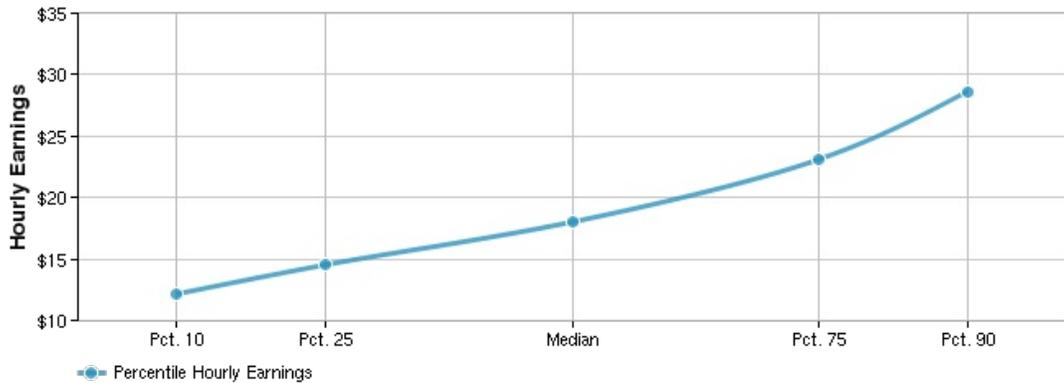
Occupation	2010 Jobs	2018 Jobs	Change	% Change
First-Line Supervisors of Office and Administrative Support Workers (43-1011)	1,338	1,444	106	8%
Data Entry Keyers (43-9021)	251	247	-4	-2%

District plus Scott County, IA | Percentile Earnings

\$12.15/hr
10th Percentile Earnings

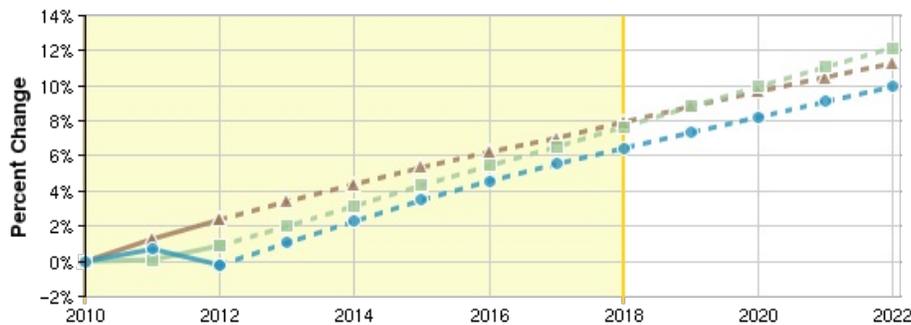
\$18.01/hr
Median Earnings

\$28.64/hr
90th Percentile Earnings



Occupation	10th Percentile Earnings	Median Earnings	90th Percentile Earnings
First-Line Supervisors of Office and Administrative Support Workers (43-1011)	\$12.20	\$18.59	\$30.27
Data Entry Keyers (43-9021)	\$11.86	\$14.88	\$19.81

Regional Trends



Region	2010 Jobs	2018 Jobs	% Change
District plus Scott County, IA	1,589	1,691	6.4%
State	74,730	80,458	7.7%
Nation	1,752,481	1,891,501	7.9%

Educational Programs

Program	3 Programs (2011)		5 Completions (2011)		
	2007	2008	2009	2010	2011
Business/Office Automation/Technology/Data Entry (52.0407)	23	11	8	7	4
Office Management and Supervision (52.0204)	3	0	1	3	1
Graphic and Printing Equipment Operator, General Production (10.0305)	0	0	0	0	0

Inverse Staffing Patterns

Industry	Occupation Group Jobs in Industry (2012)	% of Occupation Group in Industry (2012)	% of Total Jobs in Industry (2012)
Commercial Banking (522110)	156	9.9%	6.3%
Corporate, Subsidiary, and Regional Managing Offices (551114)	86	5.4%	1.8%
Offices of Physicians (except Mental Health Specialists) (621111)	78	4.9%	2.3%
Local Government, Excluding Education and Hospitals (903999)	61	3.9%	0.8%
Credit Unions (522130)	40	2.5%	6.1%

Data Sources and Calculations

Completers Data

The completers data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Staffing Patterns Data

The staffing patterns data in this report is compiled from several sources using a specialized process. Sources include Occupational Employment Statistics, and the National Occupation Matrix. EMSI uses ratios from the national matrix and inputs regional jobs by industry, converting these to jobs by occupation. The ratios derived from this are adjusted to equal actual regional data, resulting in a unique regional staffing pattern.

State Data Sources

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

Program(s): Business Information Technology Certificate, Management - Office Manager Option

Business Information Technology, Information Technology Specialist (East Campus)

Prefix(s) and Number(s) Used: 0418 5678, 0418 5568, 02 5055, 02 9365, 02 9265, 02 5646

Year of Review: FY2013

		<u>FY2008</u>	<u>FY2009</u>	<u>FY2010</u>	<u>FY2011</u>	<u>FY2012</u>
Total Number of Students:		9	8	20	11	46
<u>Category</u>						
Gender	Male	-	5	10	6	22
	Female	9	3	10	5	24
Ethnicity	Caucasian	8	5	17	9	41
	Asian	-	-	-	-	-
	Native American	-	-	-	1	-
	African American	1	2	-	1	4
	Hispanic	-	-	2	-	-
	Other/Unknown	-	1	1	-	1
	Total Minority	1	3	3	2	5
Age	Under 25	2	3	6	4	14
	25 and Over	7	5	14	7	32
	Unknown	-	-	-	-	-
Previous Education	< High School	-	-	-	-	-
	High School or GED	6	3	8	4	22
	Some College	3	2	6	6	18
	Certificate/Associate's	-	2	4	-	4
	>=Bachelor's	-	-	2	1	2
Unknown	-	1	-	-	-	
Student Level	Freshman	6	6	11	7	17
	Sophomore	2	2	6	4	22
	High School	-	-	-	-	-
	Other	1	-	3	-	7
Current Goal	Transfer	-	3	6	3	12
	Improve job skills	1	-	3	-	6
	Career prep	6	3	10	5	21
	Basic skills	-	-	-	-	-
	Personal Interest	-	-	-	-	-
	Other	2	2	1	3	7
Objective	Courses only	-	2	3	1	6
	Earn Certificate	6	5	7	4	7
	Earn Degree	3	1	10	6	33
Status	Full-time (Fall and/or Spring)	6	5	7	7	23
	Part-time	3	3	13	4	23

Business Information Technology, Information Technology Specialist (East Campus)

Prefix(s) and Number(s) Used: 0418 5678, 0418 5568, 02 5055, 02 9365, 02 9265, 02 5646

Year of Review: FY2013

		<u>FY2008</u>	<u>FY2009</u>	<u>FY2010</u>	<u>FY2011</u>	<u>FY2012</u>
Disadvantage Status	Economic Disadvantage	3	3	1	3	18
	Academic Disadvantage	1	1	1	3	9
	Both	3	-	4	2	6
	None	2	4	14	3	13
Students Earning Any Degree or Certificate		-	1	1	-	2
# of Degrees/Certificates Awarded for Program(s) Above		1	2	6	-	2

Information Technology Course Capacity Data-10th Day Data.xlsx

Campus	Type	Course	Term	Sections	Maxseats	Actualseats	%Filled
1	S	BE 106	200601	1	30	15	50.00%
1	S	BE 106	200608	1	28	16	57.14%
1	S	BE 106	200801	1	28	14	50.00%
1	S	BE 106	200901	1	28	11	39.29%
1	S	BE 106	201001	1	28	9	32.14%
1	T	BE 106	200701	1	28	14	50.00%
1	T	BE 106	200708	1	28	14	50.00%
1	T	BE 106	200908	1	28	19	67.86%
1	T	BE 110	200601	1	22	15	68.18%
1	T	BE 110	200608	1	22	12	54.55%
1	T	BE 110	200701	1	22	12	54.55%
1	T	BE 110	200708	3	43	24	55.81%
1	T	BE 110	200801	1	22	5	22.73%
1	T	BE 110	200808	1	17	11	64.71%
1	T	BE 110	200908	2	44	34	77.27%
1	T	BE 110	201008	1	15	13	86.67%
1	T	BE 110	201108	2	30	22	73.33%
1	T	BE 110	201208	2	30	19	63.33%
1	T	BE 120	200908	1	24	9	37.50%
1	T	BE 120	201008	1	23	11	47.83%
1	T	BE 120	201108	1	24	14	58.33%
1	T	BE 120	201208	1	24	6	25.00%
1	T	BE 141	200601	2	48	33	68.75%
1	T	BE 141	200608	3	66	46	69.70%
1	T	BE 141	200701	2	48	34	70.83%
1	T	BE 141	200708	3	66	55	83.33%
1	T	BE 141	200801	1	24	20	83.33%
1	T	BE 141	200808	1	22	22	100.00%
1	T	BE 141	200901	1	24	22	91.67%
1	T	BE 141	200908	2	44	42	95.45%
1	T	BE 141	201001	1	24	24	100.00%
1	T	BE 141	201008	3	75	57	76.00%
1	T	BE 141	201101	1	24	22	91.67%
1	T	BE 141	201108	3	76	55	72.37%
1	T	BE 141	201201	1	24	16	66.67%
1	T	BE 141	201208	2	48	33	68.75%
1	T	BE 142	200601	1	24	20	83.33%
1	T	BE 142	200608	2	24	15	62.50%
1	T	BE 142	200701	1	24	9	37.50%
1	T	BE 142	200801	1	24	9	37.50%
1	T	BE 142	200901	1	24	7	29.17%
1	T	BE 142	201001	1	24	13	54.17%
1	T	BE 145A	200601	2	48	29	60.42%

T = Traditional Sections
S = Study Unlimited Sections
W = Online Sections

Information Technology Course Capacity Data-10th Day Data.xlsx

Campus	Type	Course	Term	Sections	Maxseats	Actualseats	%Filled
1	T	BE 145A	200608	3	66	43	65.15%
1	T	BE 145A	200701	2	48	22	45.83%
1	T	BE 145A	200708	3	66	49	74.24%
1	T	BE 145A	200801	1	24	22	91.67%
1	T	BE 145A	200808	1	22	18	81.82%
1	T	BE 145A	200901	1	24	17	70.83%
1	T	BE 145A	200908	1	22	19	86.36%
1	T	BE 145A	201001	1	24	24	100.00%
1	T	BE 145A	201008	1	23	19	82.61%
1	T	BE 145A	201101	1	24	24	100.00%
1	T	BE 145A	201108	1	24	22	91.67%
1	T	BE 145A	201201	1	24	19	79.17%
1	T	BE 145A	201208	1	24	18	75.00%
1	T	BE 145B	200601	2	48	26	54.17%
1	T	BE 145B	200608	3	66	39	59.09%
1	T	BE 145B	200701	2	48	22	45.83%
1	T	BE 145B	200708	3	66	44	66.67%
1	T	BE 145B	200801	1	24	24	100.00%
1	T	BE 145B	200808	1	22	16	72.73%
1	T	BE 145B	200901	1	24	15	62.50%
1	T	BE 145B	200908	1	25	18	72.00%
1	T	BE 145B	201001	1	24	21	87.50%
1	T	BE 145B	201008	1	23	18	78.26%
1	T	BE 145B	201101	1	24	23	95.83%
1	T	BE 145B	201108	1	24	23	95.83%
1	T	BE 145B	201201	1	24	13	54.17%
1	T	BE 145B	201208	1	24	15	62.50%
1	T	BE 145C	200601	2	48	19	39.58%
1	T	BE 145C	200608	3	66	24	36.36%
1	T	BE 145C	200701	1	24	11	45.83%
1	T	BE 145C	200708	1	22	15	68.18%
1	T	BE 145C	200801	1	24	10	41.67%
1	T	BE 145C	200808	1	22	9	40.91%
1	T	BE 145C	200901	1	24	5	20.83%
1	T	BE 145C	200908	1	25	14	56.00%
1	T	BE 145C	201001	1	24	14	58.33%
1	T	BE 145C	201008	1	23	10	43.48%
1	T	BE 145C	201101	1	24	14	58.33%
1	T	BE 145C	201108	1	24	17	70.83%
1	T	BE 145C	201208	1	24	13	54.17%
1	T	BE 163	200601	1	22	15	68.18%
1	T	BE 163	200701	1	22	4	18.18%
1	T	BE 163	200801	1	22	9	40.91%

T = Traditional Sections
S = Study Unlimited Sections
W = Online Sections

Information Technology Course Capacity Data-10th Day Data.xlsx

Campus	Type	Course	Term	Sections	Maxseats	Actualseats	%Filled
1	T	BE 163	201001	1	22	5	22.73%
1	T	BE 163	201101	1	24	5	20.83%
1	T	BE 163	201201	1	24	7	29.17%
1	T	BE 243	200601	1	25	10	40.00%
1	T	BE 243	200608	1	2	2	100.00%
1	T	BE 243	200708	1	1	1	100.00%
1	T	BE 247	200601	1	24	12	50.00%
1	T	BE 247	200701	1	10	11	110.00%
1	T	BE 260	200601	1	25	16	64.00%
1	T	BE 260	200701	1	25	14	56.00%
1	T	BE 260	200801	2	30	19	63.33%
1	T	BE 260	200901	1	5	3	60.00%
1	T	BE 260	201001	1	25	10	40.00%
1	T	BE 264	200601	1	20	4	20.00%
1	T	BE 264	200701	1	25	16	64.00%
1	T	BE 264	200801	1	25	9	36.00%
1	T	BE 264	200808	1	25	8	32.00%
1	T	BE 264	200908	1	25	10	40.00%
1	T	BE 264	201008	1	23	7	30.43%
1	T	BE 264	201108	1	24	7	29.17%
1	T	BE 264	201208	1	24	5	20.83%
1	T	CIP 104	200601	1	25	7	28.00%
1	T	CIP 104	200608	1	25	15	60.00%
1	T	CIP 104	200701	2	50	33	66.00%
1	T	CIP 104	200708	1	25	15	60.00%
1	T	CIP 104	200801	2	50	21	42.00%
1	T	CIP 104	200808	1	25	19	76.00%
1	T	CIP 104	200901	1	25	14	56.00%
1	T	CIP 104	200908	1	25	19	76.00%
1	T	CIP 104	201008	1	25	20	80.00%
1	T	CIP 104	201108	2	50	25	50.00%
1	T	CIP 104	201208	1	25	17	68.00%
1	T	CIP 230	200601	1	25	22	88.00%
1	T	CIP 230	200608	1	25	11	44.00%
1	T	CIP 230	200701	1	25	10	40.00%
1	T	CIP 230	200801	1	26	25	96.15%
1	T	CIP 230	200901	1	26	14	53.85%
1	T	CIP 230	201001	2	50	26	52.00%
1	T	CIP 230	201101	1	24	12	50.00%
1	W	BE 106	200808	1	28	13	46.43%
1	W	BE 106	201101	1	28	21	75.00%
1	W	BE 106	201108	1	23	18	78.26%
1	W	BE 106	201208	1	28	21	75.00%

T = Traditional Sections

S = Study Unlimited Sections

W = Online Sections

Information Technology Course Capacity Data-10th Day Data.xlsx

Campus	Type	Course	Term	Sections	Maxseats	Actualseats	%Filled
1	W	BE 110	200808	1	22	14	63.64%
1	W	BE 110	201008	1	15	14	93.33%
1	W	BE 110	201108	1	15	15	100.00%
1	W	BE 110	201208	1	15	9	60.00%
1	W	BE 141	200601	1	24	7	29.17%
1	W	BE 141	200701	1	24	7	29.17%
1	W	BE 141	200801	1	24	21	87.50%
1	W	BE 141	200808	2	44	28	63.64%
1	W	BE 141	200901	1	24	21	87.50%
1	W	BE 141	200908	1	22	20	90.91%
1	W	BE 141	201001	1	24	22	91.67%
1	W	BE 141	201008	1	25	23	92.00%
1	W	BE 141	201101	2	49	30	61.22%
1	W	BE 141	201108	1	24	23	95.83%
1	W	BE 141	201201	2	48	26	54.17%
1	W	BE 141	201208	1	24	21	87.50%
1	W	BE 142	200701	1	15	13	86.67%
1	W	BE 142	200708	1	22	8	36.36%
1	W	BE 142	200808	1	25	6	24.00%
1	W	BE 142	200908	1	25	6	24.00%
1	W	BE 142	201008	1	23	8	34.78%
1	W	BE 142	201101	1	24	16	66.67%
1	W	BE 142	201201	1	24	17	70.83%
1	W	BE 145	200601	1	25	10	40.00%
1	W	BE 145	200701	1	25	12	48.00%
1	W	BE 145	200801	1	25	15	60.00%
1	W	BE 145	200808	2	56	17	30.36%
1	W	BE 145	200901	1	25	17	68.00%
1	W	BE 145	201001	1	25	13	52.00%
1	W	BE 145	201008	1	23	13	56.52%
1	W	BE 145	201101	1	24	16	66.67%
1	W	BE 145	201108	1	24	21	87.50%
1	W	BE 145	201201	1	24	12	50.00%
1	W	BE 145	201208	1	24	4	16.67%
1	W	BE 145C	200708	1	22	8	36.36%
1	W	BE 163	200608	1	25	21	84.00%
1	W	BE 163	200708	1	25	19	76.00%
1	W	BE 163	200808	1	24	13	54.17%
1	W	BE 163	200901	1	22	6	27.27%
1	W	BE 163	200908	1	25	10	40.00%
1	W	BE 163	201008	1	23	10	43.48%
1	W	BE 163	201108	1	24	15	62.50%
1	W	BE 243	200701	1	25	14	56.00%

T = Traditional Sections
 S = Study Unlimited Sections
 W = Online Sections

Information Technology Course Capacity Data-10th Day Data.xlsx

Campus	Type	Course	Term	Sections	Maxseats	Actualseats	%Filled
1	W	BE 243	200801	1	25	10	40.00%
1	W	BE 243	200901	1	25	10	40.00%
1	W	BE 243	201001	1	25	8	32.00%
1	W	BE 243	201101	1	24	3	12.50%
1	W	BE 243	201201	1	24	4	16.67%
1	W	BE 247	200701	1	15	16	106.67%
1	W	BE 247	200801	1	15	8	53.33%
1	W	BE 247	200901	1	26	10	38.46%
1	W	BE 247	201001	1	26	8	30.77%
1	W	BE 247	201101	1	24	3	12.50%
1	W	BE 247	201201	1	24	11	45.83%
1	W	BE 248A	200808	1	15	13	86.67%
1	W	BE 248A	200908	1	30	11	36.67%
1	W	BE 248A	201008	1	23	10	43.48%
1	W	BE 248A	201108	1	24	13	54.17%
1	W	BE 248A	201208	1	24	13	54.17%
1	W	BE 248B	200808	1	15	15	100.00%
1	W	BE 248B	200901	1	25	6	24.00%
1	W	BE 248B	200908	1	30	11	36.67%
1	W	BE 248B	201008	1	23	11	47.83%
1	W	BE 248B	201108	1	24	13	54.17%
1	W	BE 248B	201208	1	24	20	83.33%
1	W	BE 248C	200808	1	15	12	80.00%
1	W	BE 248C	200908	1	30	12	40.00%
1	W	BE 248C	201008	1	23	8	34.78%
1	W	BE 248C	201108	1	24	9	37.50%
1	W	BE 248C	201208	1	24	13	54.17%
1	W	BE 260	200701	1	3	2	66.67%
1	W	BE 260	200901	1	25	11	44.00%
1	W	BE 260	201101	1	24	11	45.83%
1	W	BE 260	201201	1	24	20	83.33%
1	W	BE 264	200601	1	22	11	50.00%
1	W	BE 264	200608	1	25	23	92.00%
1	W	BE 264	200701	1	5	2	40.00%
1	W	BE 264	200708	1	25	17	68.00%
1	W	BE 264	200901	1	25	10	40.00%
1	W	BE 264	201001	1	25	15	60.00%
1	W	BE 264	201101	1	24	4	16.67%
1	W	BE 264	201201	1	24	8	33.33%
1	W	CIP 104	201101	1	25	25	100.00%
1	W	CIP 104	201201	2	50	24	48.00%
1	W	CIP 104	201208	1	25	8	32.00%
1	W	CIP 130	201208	1	25	19	76.00%

T = Traditional Sections
S = Study Unlimited Sections
W = Online Sections

Information Technology Course Capacity Data-10th Day Data.xlsx

Campus	Type	Course	Term	Sections	Maxseats	Actualseats	%Filled
1	W	CIP 230	200601	1	20	16	80.00%
1	W	CIP 230	200608	1	20	11	55.00%
1	W	CIP 230	200701	1	20	16	80.00%
1	W	CIP 230	200708	1	25	26	104.00%
1	W	CIP 230	200808	1	25	15	60.00%
1	W	CIP 230	200908	1	25	23	92.00%
1	W	CIP 230	201008	1	25	13	52.00%
1	W	CIP 230	201108	1	25	24	96.00%
1	W	DEA 702S	201108	1	30	0	0.00%
1	W	DEA 702S	201201	1	30	4	13.33%
2	S	BE 106	200608	1	25	0	0.00%
2	S	BE 141	201108	1	25	8	32.00%
2	T	BE 110	200608	1	20	6	30.00%
2	T	BE 110	200708	1	20	8	40.00%
2	T	BE 141	200608	1	20	14	70.00%
2	T	BE 141	200708	1	25	9	36.00%
2	T	BE 141	200808	1	25	11	44.00%
2	T	BE 141	200908	1	25	5	20.00%
2	T	BE 141	201001	1	10	6	60.00%
2	T	BE 141	201008	1	25	7	28.00%
2	T	BE 141	201208	1	25	3	12.00%
2	T	BE 247	200601	1	15	5	33.33%
2	T	BE 247	200701	1	15	5	33.33%
2	T	BE 247	200801	1	15	5	33.33%
2	T	BE 247	200901	1	15	4	26.67%
2	T	BE 247	201001	1	15	2	13.33%
2	T	BE 247	201201	1	25	4	16.00%

T = Traditional Sections
 S = Study Unlimited Sections
 W = Online Sections

Information Technology Grade Distribution Data.xlsx

<u>SUBJ</u>	<u>CRSE</u>	<u>Term</u>	<u># of Secs.</u>	<u># of As</u>	<u># of Bs</u>	<u># of Cs</u>	<u># of Ds</u>	<u># of Fs</u>	<u># of Ps</u>	<u># of Ws</u>	<u># of Xs</u>	<u>ABCDFPW&X</u>	<u>ABCDF&P</u>	<u>Reten. Rate</u>	<u>ABC&P</u>	<u>Completer Success</u>	<u>Enrollee Success</u>
BE	106	200608	1	7	1	0	0	0	0	5	2	15	8	53.33%	8	100.00%	53.33%
BE	106	200701	1	8	1	2	0	0	0	3	0	14	11	78.57%	11	100.00%	78.57%
BE	106	200708	1	7	2	2	0	0	0	1	2	14	11	78.57%	11	100.00%	78.57%
BE	106	200801	1	3	2	1	0	0	0	4	3	13	6	46.15%	6	100.00%	46.15%
BE	106	200808	1	5	2	4	0	0	0	2	0	13	11	84.62%	11	100.00%	84.62%
BE	106	200901	1	3	1	0	0	0	0	7	0	11	4	36.36%	4	100.00%	36.36%
BE	106	200908	1	6	5	2	0	0	0	0	3	16	13	81.25%	13	100.00%	81.25%
BE	106	201001	1	2	1	0	0	0	0	1	4	8	3	37.50%	3	100.00%	37.50%
BE	106	201101	1	7	6	1	0	0	0	5	1	20	14	70.00%	14	100.00%	70.00%
BE	106	201108	1	4	3	3	1	0	0	6	1	18	11	61.11%	10	90.91%	55.56%
BE	110	200608	2	5	6	3	2	0	0	1	0	17	16	94.12%	14	87.50%	82.35%
BE	110	200701	1	4	2	2	0	0	0	1	3	12	8	66.67%	8	100.00%	66.67%
BE	110	200708	4	13	9	3	0	0	0	6	1	32	25	78.13%	25	100.00%	78.13%
BE	110	200801	1	1	1	0	0	0	0	1	2	5	2	40.00%	2	100.00%	40.00%
BE	110	200808	2	9	7	2	1	0	0	4	2	25	19	76.00%	18	94.74%	72.00%
BE	110	200908	2	17	7	3	2	0	0	0	4	33	29	87.88%	27	93.10%	81.82%
BE	110	201008	2	9	4	4	0	0	0	6	4	27	17	62.96%	17	100.00%	62.96%
BE	110	201108	3	13	9	3	2	0	0	7	4	38	27	71.05%	25	92.59%	65.79%
BE	120	200908	1	3	1	2	1	0	0	0	1	8	7	87.50%	6	85.71%	75.00%
BE	120	201008	1	3	3	3	0	0	0	1	1	11	9	81.82%	9	100.00%	81.82%
BE	120	201108	1	7	3	2	1	0	0	1	0	14	13	92.86%	12	92.31%	85.71%
BE	141	200608	4	30	8	7	1	0	0	9	0	55	46	83.64%	45	97.83%	81.82%
BE	141	200701	3	22	3	1	0	0	0	11	1	38	26	68.42%	26	100.00%	68.42%
BE	141	200708	4	24	8	10	1	0	0	9	7	59	43	72.88%	42	97.67%	71.19%
BE	141	200801	2	12	8	4	2	0	0	10	5	41	26	63.41%	24	92.31%	58.54%
BE	141	200808	4	20	10	7	5	0	0	11	4	57	42	73.68%	37	88.10%	64.91%
BE	141	200901	2	17	7	5	1	0	0	8	8	46	30	65.22%	29	96.67%	63.04%
BE	141	200908	4	18	15	11	3	0	0	0	8	55	47	85.45%	44	93.62%	80.00%
BE	141	201001	3	12	10	8	1	0	0	7	13	51	31	60.78%	30	96.77%	58.82%
BE	141	201008	5	27	24	5	4	2	0	19	7	88	62	70.45%	56	90.32%	63.64%
BE	141	201101	3	14	12	8	2	0	0	16	3	55	36	65.45%	34	94.44%	61.82%
BE	141	201108	5	17	26	11	3	2	0	14	11	84	59	70.24%	54	91.53%	64.29%
BE	141	201201	3	12	14	5	6	0	0	18	5	60	37	61.67%	31	83.78%	51.67%
BE	142	200608	2	11	2	1	0	0	0	1	0	15	14	93.33%	14	100.00%	93.33%
BE	142	200701	2	7	7	1	0	0	0	5	0	20	15	75.00%	15	100.00%	75.00%
BE	142	200708	1	4	1	1	1	0	0	1	0	8	7	87.50%	6	85.71%	75.00%
BE	142	200801	1	2	5	1	0	0	0	0	1	9	8	88.89%	8	100.00%	88.89%
BE	142	200808	1	3	1	1	0	0	0	2	0	7	5	71.43%	5	100.00%	71.43%
BE	142	200901	1	2	2	0	0	0	0	2	1	7	4	57.14%	4	100.00%	57.14%
BE	142	200908	1	2	1	0	1	0	0	0	2	6	4	66.67%	3	75.00%	50.00%
BE	142	201001	1	2	3	2	0	0	0	4	2	13	7	53.85%	7	100.00%	53.85%
BE	142	201008	1	0	2	1	0	0	0	5	0	8	3	37.50%	3	100.00%	37.50%
BE	142	201101	1	3	4	2	1	0	0	4	2	16	10	62.50%	9	90.00%	56.25%
BE	142	201201	1	8	2	4	0	0	0	1	3	18	14	77.78%	14	100.00%	77.78%
BE	145	200701	1	3	3	1	2	0	0	2	1	12	9	75.00%	7	77.78%	58.33%
BE	145	200801	1	4	8	0	0	0	0	3	0	15	12	80.00%	12	100.00%	80.00%
BE	145	200808	2	11	1	2	0	0	0	7	2	23	14	60.87%	14	100.00%	60.87%

Information Technology Grade Distribution Data.xlsx

<u>SUBJ</u>	<u>CRSE</u>	<u>Term</u>	<u># of Secs.</u>	<u># of As</u>	<u># of Bs</u>	<u># of Cs</u>	<u># of Ds</u>	<u># of Fs</u>	<u># of Ps</u>	<u># of Ws</u>	<u># of Xs</u>	<u>ABCDPW&X</u>	<u>ABCDP&P</u>	<u>Reten. Rate</u>	<u>ABC&P</u>	<u>Completer Success</u>	<u>Enrollee Success</u>
BE	145	200901	1	3	4	1	0	0	0	8	3	19	8	42.11%	8	100.00%	42.11%
BE	145	201001	1	2	7	1	0	0	0	3	3	16	10	62.50%	10	100.00%	62.50%
BE	145	201008	1	5	2	4	0	0	0	1	1	13	11	84.62%	11	100.00%	84.62%
BE	145	201101	1	5	3	1	1	0	0	5	2	17	10	58.82%	9	90.00%	52.94%
BE	145	201108	1	6	4	3	0	0	0	6	3	22	13	59.09%	13	100.00%	59.09%
BE	145	201201	1	6	4	2	0	0	0	5	0	17	12	70.59%	12	100.00%	70.59%
BE	145A	200608	3	28	6	1	2	0	0	3	5	45	37	82.22%	35	94.59%	77.78%
BE	145A	200701	2	8	6	3	0	0	0	0	0	17	17	100.00%	17	100.00%	100.00%
BE	145A	200708	3	23	11	4	4	0	0	6	1	49	42	85.71%	38	90.48%	77.55%
BE	145A	200801	1	7	5	2	2	0	0	5	1	22	16	72.73%	14	87.50%	63.64%
BE	145A	200808	1	11	2	3	0	0	0	1	2	19	16	84.21%	16	100.00%	84.21%
BE	145A	200901	1	9	1	1	0	0	0	2	4	17	11	64.71%	11	100.00%	64.71%
BE	145A	200908	1	11	2	1	1	0	0	0	1	16	15	93.75%	14	93.33%	87.50%
BE	145A	201001	1	7	7	2	2	0	0	4	2	24	18	75.00%	16	88.89%	66.67%
BE	145A	201008	1	10	7	1	0	0	0	0	1	19	18	94.74%	18	100.00%	94.74%
BE	145A	201101	1	15	3	1	1	0	0	2	2	24	20	83.33%	19	95.00%	79.17%
BE	145A	201108	1	14	5	0	0	0	0	2	2	23	19	82.61%	19	100.00%	82.61%
BE	145A	201201	1	9	3	2	1	0	0	2	4	21	15	71.43%	14	93.33%	66.67%
BE	145B	200608	3	22	6	2	1	2	0	1	1	35	33	94.29%	30	90.91%	85.71%
BE	145B	200701	2	9	2	4	1	0	0	3	0	19	16	84.21%	15	93.75%	78.95%
BE	145B	200708	3	23	7	2	4	0	0	7	2	45	36	80.00%	32	88.89%	71.11%
BE	145B	200801	1	6	3	4	1	0	0	7	2	23	14	60.87%	13	92.86%	56.52%
BE	145B	200808	1	8	2	2	1	0	0	3	0	16	13	81.25%	12	92.31%	75.00%
BE	145B	200901	1	5	4	1	0	0	0	1	5	16	10	62.50%	10	100.00%	62.50%
BE	145B	200908	1	5	2	4	1	0	0	0	4	16	12	75.00%	11	91.67%	68.75%
BE	145B	201001	1	6	4	3	0	0	0	5	2	20	13	65.00%	13	100.00%	65.00%
BE	145B	201008	1	12	3	0	0	0	0	0	3	18	15	83.33%	15	100.00%	83.33%
BE	145B	201101	1	12	3	1	3	0	0	3	1	23	19	82.61%	16	84.21%	69.57%
BE	145B	201108	1	12	2	3	3	0	0	0	1	21	20	95.24%	17	85.00%	80.95%
BE	145B	201201	1	6	2	1	1	0	0	2	3	15	10	66.67%	9	90.00%	60.00%
BE	145C	200608	3	11	3	2	0	0	0	4	1	21	16	76.19%	16	100.00%	76.19%
BE	145C	200701	1	5	1	1	0	0	0	0	0	7	7	100.00%	7	100.00%	100.00%
BE	145C	200708	2	11	3	3	2	0	0	2	1	22	19	86.36%	17	89.47%	77.27%
BE	145C	200801	1	1	1	0	0	0	0	4	2	8	2	25.00%	2	100.00%	25.00%
BE	145C	200808	1	4	0	0	1	0	0	3	1	9	5	55.56%	4	80.00%	44.44%
BE	145C	200901	1	2	0	0	0	0	0	2	1	5	2	40.00%	2	100.00%	40.00%
BE	145C	200908	1	6	1	0	0	0	0	0	2	9	7	77.78%	7	100.00%	77.78%
BE	145C	201001	1	1	1	4	1	0	0	5	0	12	7	58.33%	6	85.71%	50.00%
BE	145C	201008	1	5	2	0	0	0	0	1	1	9	7	77.78%	7	100.00%	77.78%
BE	145C	201101	1	8	1	1	1	0	0	3	0	14	11	78.57%	10	90.91%	71.43%
BE	145C	201108	1	10	2	2	0	0	0	0	1	15	14	93.33%	14	100.00%	93.33%
BE	163	200608	1	12	6	1	1	0	0	1	0	21	20	95.24%	19	95.00%	90.48%
BE	163	200701	1	3	0	2	0	0	0	1	0	6	5	83.33%	5	100.00%	83.33%
BE	163	200708	1	7	1	4	2	0	0	3	0	17	14	82.35%	12	85.71%	70.59%
BE	163	200801	1	6	1	0	0	0	0	2	0	9	7	77.78%	7	100.00%	77.78%
BE	163	200808	1	4	1	2	1	1	0	2	2	13	9	69.23%	7	77.78%	53.85%
BE	163	200901	1	5	0	0	0	0	0	1	0	6	5	83.33%	5	100.00%	83.33%

Information Technology Grade Distribution Data.xlsx

<u>SUBJ</u>	<u>CRSE</u>	<u>Term</u>	<u># of Secs.</u>	<u># of As</u>	<u># of Bs</u>	<u># of Cs</u>	<u># of Ds</u>	<u># of Fs</u>	<u># of Ps</u>	<u># of Ws</u>	<u># of Xs</u>	<u>ABCDPW&X</u>	<u>ABCDP&P</u>	<u>Reten. Rate</u>	<u>ABC&P</u>	<u>Completer Success</u>	<u>Enrollee Success</u>
BE	163	200908	1	5	2	0	1	0	0	0	0	8	8	100.00%	7	87.50%	87.50%
BE	163	201001	1	2	2	1	0	0	0	0	0	5	5	100.00%	5	100.00%	100.00%
BE	163	201008	1	4	5	0	0	0	0	3	0	12	9	75.00%	9	100.00%	75.00%
BE	163	201101	1	5	0	0	0	0	0	0	0	5	5	100.00%	5	100.00%	100.00%
BE	163	201108	1	10	1	0	1	1	0	2	0	15	13	86.67%	11	84.62%	73.33%
BE	163	201201	1	4	3	0	0	0	0	0	0	7	7	100.00%	7	100.00%	100.00%
BE	243	200608	1	1	1	0	0	0	0	0	0	2	2	100.00%	2	100.00%	100.00%
BE	243	200701	1	2	5	3	1	0	0	2	1	14	11	78.57%	10	90.91%	71.43%
BE	243	200708	1	1	0	0	0	0	0	0	0	1	1	100.00%	1	100.00%	100.00%
BE	243	200801	1	7	0	2	0	0	0	1	0	10	9	90.00%	9	100.00%	90.00%
BE	243	200901	1	1	3	5	1	0	0	0	0	10	10	100.00%	9	90.00%	90.00%
BE	243	201001	1	2	2	2	2	0	0	0	0	8	8	100.00%	6	75.00%	75.00%
BE	243	201101	1	2	0	0	1	0	0	0	0	3	3	100.00%	2	66.67%	66.67%
BE	243	201201	1	2	2	0	0	0	0	1	0	5	4	80.00%	4	100.00%	80.00%
BE	247	200701	3	12	11	4	2	0	0	0	0	29	29	100.00%	27	93.10%	93.10%
BE	247	200801	2	7	2	1	0	0	0	0	1	11	10	90.91%	10	100.00%	90.91%
BE	247	200901	2	5	3	2	1	0	0	1	1	13	11	84.62%	10	90.91%	76.92%
BE	247	201001	2	6	1	1	0	0	0	1	0	9	8	88.89%	8	100.00%	88.89%
BE	247	201101	1	1	1	1	0	0	0	0	0	3	3	100.00%	3	100.00%	100.00%
BE	247	201201	2	5	5	1	0	0	0	1	1	13	11	84.62%	11	100.00%	84.62%
BE	248A	200808	1	8	2	1	1	0	0	0	1	13	12	92.31%	11	91.67%	84.62%
BE	248A	200908	1	6	2	2	1	0	0	0	0	11	11	100.00%	10	90.91%	90.91%
BE	248A	201008	1	5	2	0	0	0	0	0	3	10	7	70.00%	7	100.00%	70.00%
BE	248A	201108	1	8	2	2	0	0	0	1	0	13	12	92.31%	12	100.00%	92.31%
BE	248B	200808	1	8	3	1	0	0	0	2	0	14	12	85.71%	12	100.00%	85.71%
BE	248B	200901	1	4	1	0	1	0	0	0	0	6	6	100.00%	5	83.33%	83.33%
BE	248B	200908	1	6	2	1	0	0	0	0	3	12	9	75.00%	9	100.00%	75.00%
BE	248B	201008	1	7	1	0	0	0	0	2	0	10	8	80.00%	8	100.00%	80.00%
BE	248B	201108	1	6	1	2	1	0	0	2	0	12	10	83.33%	9	90.00%	75.00%
BE	248C	200808	1	5	0	0	0	0	0	2	4	11	5	45.45%	5	100.00%	45.45%
BE	248C	200908	1	7	1	2	0	0	0	0	2	12	10	83.33%	10	100.00%	83.33%
BE	248C	201008	1	3	1	0	1	0	0	1	0	6	5	83.33%	4	80.00%	66.67%
BE	248C	201108	1	7	1	0	0	0	0	2	0	10	8	80.00%	8	100.00%	80.00%
BE	260	200701	2	5	8	0	0	0	0	4	0	17	13	76.47%	13	100.00%	76.47%
BE	260	200801	2	9	6	1	0	0	0	4	0	20	16	80.00%	16	100.00%	80.00%
BE	260	200901	2	3	3	2	3	0	0	3	0	14	11	78.57%	8	72.73%	57.14%
BE	260	201001	1	4	1	1	2	0	0	1	1	10	8	80.00%	6	75.00%	60.00%
BE	260	201101	1	1	8	0	0	0	0	1	1	11	9	81.82%	9	100.00%	81.82%
BE	260	201201	1	2	13	1	2	0	0	0	2	20	18	90.00%	16	88.89%	80.00%
BE	264	200608	1	8	4	1	1	0	0	9	0	23	14	60.87%	13	92.86%	56.52%
BE	264	200701	2	4	5	6	0	0	0	4	0	19	15	78.95%	15	100.00%	78.95%
BE	264	200708	1	6	3	0	0	0	0	4	3	16	9	56.25%	9	100.00%	56.25%
BE	264	200801	1	3	3	0	0	0	0	3	1	10	6	60.00%	6	100.00%	60.00%
BE	264	200808	1	4	0	3	0	0	0	1	0	8	7	87.50%	7	100.00%	87.50%
BE	264	200901	1	3	4	0	0	0	0	1	2	10	7	70.00%	7	100.00%	70.00%
BE	264	200908	1	4	1	0	0	0	0	0	4	9	5	55.56%	5	100.00%	55.56%
BE	264	201001	1	3	2	3	3	0	0	3	3	17	11	64.71%	8	72.73%	47.06%

Information Technology Grade Distribution Data.xlsx

<u>SUBJ</u>	<u>CRSE</u>	<u>Term</u>	<u># of Secs.</u>	<u># of As</u>	<u># of Bs</u>	<u># of Cs</u>	<u># of Ds</u>	<u># of Fs</u>	<u># of Ps</u>	<u># of Ws</u>	<u># of Xs</u>	<u>ABCDFPW&X</u>	<u>ABCDF&P</u>	<u>Reten. Rate</u>	<u>ABC&P</u>	<u>Completer Success</u>	<u>Enrollee Success</u>
BE	264	201008	1	4	0	2	0	0	0	1	0	7	6	85.71%	6	100.00%	85.71%
BE	264	201101	1	3	0	0	0	0	0	0	1	4	3	75.00%	3	100.00%	75.00%
BE	264	201108	1	2	3	0	1	0	0	1	0	7	6	85.71%	5	83.33%	71.43%
BE	264	201201	1	3	3	1	0	0	0	0	1	8	7	87.50%	7	100.00%	87.50%
CIP	103	200708	1	0	0	0	0	0	0	1	0	1	0	0.00%	0	#DIV/0!	0.00%
CIP	104	200608	1	4	3	1	1	1	1	0	4	14	10	71.43%	8	80.00%	57.14%
CIP	104	200701	2	12	4	4	2	7	0	4	0	33	29	87.88%	20	68.97%	60.61%
CIP	104	200708	1	1	4	0	0	1	0	9	0	15	6	40.00%	5	83.33%	33.33%
CIP	104	200801	2	4	4	2	0	2	0	9	0	21	12	57.14%	10	83.33%	47.62%
CIP	104	200808	1	1	3	2	2	5	0	6	0	19	13	68.42%	6	46.15%	31.58%
CIP	104	200901	1	1	3	2	2	1	0	6	0	15	9	60.00%	6	66.67%	40.00%
CIP	104	200908	1	3	1	1	0	0	9	0	5	19	14	73.68%	14	100.00%	73.68%
CIP	104	201008	1	7	4	2	4	3	0	0	0	20	20	100.00%	13	65.00%	65.00%
CIP	104	201101	2	10	7	4	3	2	0	6	0	32	26	81.25%	21	80.77%	65.63%
CIP	104	201108	2	7	5	1	4	2	0	6	0	25	19	76.00%	13	68.42%	52.00%
CIP	104	201201	3	19	8	5	2	1	0	11	0	46	35	76.09%	32	91.43%	69.57%
CIP	230	200608	2	7	8	5	1	1	0	0	0	22	22	100.00%	20	90.91%	90.91%
CIP	230	200701	2	8	2	2	2	0	0	11	0	25	14	56.00%	12	85.71%	48.00%
CIP	230	200708	1	7	4	3	0	0	0	12	0	26	14	53.85%	14	100.00%	53.85%
CIP	230	200801	1	10	4	0	1	1	0	8	0	24	16	66.67%	14	87.50%	58.33%
CIP	230	200808	1	3	4	0	2	3	0	3	0	15	12	80.00%	7	58.33%	46.67%
CIP	230	200901	1	9	2	1	0	0	0	2	0	14	12	85.71%	12	100.00%	85.71%
CIP	230	200908	1	13	2	6	0	0	1	0	1	23	22	95.65%	22	100.00%	95.65%
CIP	230	201001	2	14	4	2	1	0	0	4	0	25	21	84.00%	20	95.24%	80.00%
CIP	230	201008	1	4	2	0	1	0	0	4	0	11	7	63.64%	6	85.71%	54.55%
CIP	230	201101	1	4	4	0	0	3	0	1	0	12	11	91.67%	8	72.73%	66.67%
CIP	230	201108	1	19	0	1	0	4	0	1	0	25	24	96.00%	20	83.33%	80.00%
DE	110S	200701	1	4	1	0	0	0	0	0	0	5	5	100.00%	5	100.00%	100.00%
DE	110S	200801	1	1	3	0	0	0	0	0	0	4	4	100.00%	4	100.00%	100.00%
DE	110S	200901	1	1	0	0	0	0	0	0	0	1	1	100.00%	1	100.00%	100.00%
DEA	702S	201201	1	3	1	0	0	0	0	0	0	4	4	100.00%	4	100.00%	100.00%

Brought to you by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc)

Introduction to The Common Career Technical Core

The Common Career Technical Core (CCTC) is an important step forward for the Career Technical Education (CTE) community. For the first time in the history of CTE, states throughout the nation have a common benchmark for what students should know and be able to do after completing a program of study.

The CCTC is a state-led initiative, with 42 states, the District of Columbia and Palau participating in the development stage. Business and industry representatives, educators and others helped guide the development of the CCTC from beginning to end to ensure CTE students will have the knowledge and skills to thrive in a global economy.

The resulting CCTC is a set of rigorous, high-quality standards for CTE that states can adopt voluntarily. The CCTC includes a set of standards for each of the 16 Career Clusters[™] and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study (pages 3-18 of this document).

The CCTC also includes an overarching set of Career Ready Practices that apply to all programs of study. The Career Ready Practices include 12 statements that address the knowledge, skills and dispositions that are important to becoming career ready (pages 1-3 of this document).

To appropriately cite the Common Career Technical Core, including the Career Ready Practices, use the following:
Author: National Association of State Directors of Career Technical Education Consortium/National Career Technical Education Foundation

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Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education

to be more productive. They make connections between abstract concepts with real-world applications and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

4. Communicate clearly, effectively and with reason.

Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information and practices in their workplace situation.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale and organizational culture.

10. Plan education and career path aligned to personal goals.

Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks -- personal and organizational -- of technology applications, and they take actions to prevent or mitigate these risks.

12. Work productively in teams while using cultural/global competence.

Career-ready individuals positively contribute to every team whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Standards

The Common Career Technical Core

Agriculture, Food & Natural Resources Career Cluster™ (AG)

1. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster™.
2. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster™ and the role of agriculture, food and natural resources (AFNR) in society and the economy.
3. Examine and summarize the importance of health, safety and environmental management systems in AFNR businesses.
4. Demonstrate stewardship of natural resources in AFNR activities.
5. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.
6. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

Agribusiness Systems Career Pathway (AG-BIZ)

1. Apply management planning principles in AFNR businesses.
2. Use record keeping to accomplish AFNR business objectives, manage budgets, and comply with laws and regulations.
3. Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.
4. Develop a business plan for an AFNR business.
5. Use sales and marketing principles to accomplish AFNR business objectives.

Animal Systems Career Pathway (AG-ANI)

1. Analyze historic and current trends impacting the animal systems industry.
2. Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare.
3. Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.
4. Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.
5. Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.
6. Classify, evaluate and select animals based on anatomical and physiological characteristics.
7. Apply principles of effective animal health care.

Environmental Service Systems Career Pathway (AG-ENV)

1. Use analytical procedures and instruments to manage environmental service systems.
2. Evaluate the impact of public policies and regulations on environmental service system operations.
3. Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.
4. Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater

treatment, solid waste management and energy conservation).

5. Use tools, equipment, machinery and technology common to tasks in environmental service systems.

Food Products & Processing Systems Career Pathway (AG-FD)

1. Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.
2. Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.
3. Select and process food products for storage, distribution and consumption.
4. Explain the scope of the food industry and the historical and current developments of food products and processing.

Natural Resources Systems Career Pathway (AG-NR)

1. Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.
2. Analyze the interrelationships between natural resources and humans.
3. Develop plans to ensure sustainable production and processing of natural resources.
4. Demonstrate responsible management procedures and techniques to protect or maintain natural resources.

Plant Systems Career Pathway (AG-PL)

1. Develop and implement a crop management plan for a given production goal that accounts for environmental factors.
2. Apply the principles of classification, plant anatomy and plant physiology to plant production and management.
3. Propagate, culture and harvest plants and plant products based on current industry standards.
4. Apply principles of design in plant systems to enhance an environment (e.g., floral, forest, landscape and farm).

Power, Structural & Technical Systems Career Pathway (AG-PST)

1. Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.
2. Operate and maintain AFNR mechanical equipment and power systems.
3. Service and repair AFNR mechanical equipment and power systems.
4. Plan, build and maintain AFNR structures.
5. Use control, monitoring, geospatial and other technologies in AFNR power, structural and technical systems.

Architecture & Construction Career Cluster™ (AC)

1. Use vocabulary, symbols and formulas common to architecture and construction.
2. Use architecture and construction skills to create and manage a project.
3. Comply with regulations and applicable codes to establish and manage a legal and safe workplace.
4. Evaluate the nature and scope of the Architecture & Construction Career Cluster™ and the role of architecture and construction in society and the economy.
5. Describe the roles, responsibilities and relationships found in the architecture and construction trades and professions, including labor/management relationships.
6. Read, interpret and use technical drawings, documents and specifications to plan a project.
7. Describe career opportunities and means to achieve those opportunities in each of the Architecture & Construction Career Pathways.

Construction Career Pathway (AC-CST)

1. Describe contractual relationships between all parties involved in the building process.
2. Describe the approval procedures required for successful completion of a construction project.
3. Implement testing and inspection procedures to ensure successful completion of a construction project.
4. Apply scheduling practices to ensure the successful completion of a construction project.
5. Apply practices and procedures required to maintain jobsite safety.
6. Manage relationships with internal and external parties to successfully complete construction projects.
7. Compare and contrast the building systems and components required for a construction project.
8. Demonstrate the construction crafts required for each phase of a construction project.
9. Safely use and maintain appropriate tools, machinery, equipment and resources to accomplish construction project goals.

Design/Pre-construction Career Pathway (AC-DES)

1. Justify design solutions through the use of research documentation and analysis of data.

2. Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
3. Describe the requirements of the integral systems that impact the design of buildings.
4. Apply building codes, laws and rules in the project design.
5. Identify the diversity of needs, values and social patterns in project design, including accessibility standards.
6. Apply the techniques and skills of modern drafting, design, engineering and construction to projects.
7. Employ appropriate representational media to communicate concepts and project design.
8. Apply standards, applications and restrictions pertaining to the selection and use of construction materials, components and assemblies in the project design.

Maintenance/Operations Career Pathway (AC-MO)

1. Recognize and employ universal construction signs and symbols to function safely in the workplace.
2. Use troubleshooting procedures when solving a maintenance problem in buildings.
3. Apply construction skills when repairing, restoring or renovating existing buildings.
4. Determine work required to repair or renovate an existing building.
5. Plan and practice preventative maintenance activities to service existing buildings.
6. Maintain and inspect building systems to achieve safe and efficient operation of buildings.

Arts, A/V Technology & Communications Career Cluster™ (AR)

1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster™.
2. Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster™.

A/V Technology & Film Career Pathway (AR-AV)

1. Describe the history, terminology, occupations and value of audio, video and film technology.
2. Demonstrate the use of basic tools and equipment used in audio, video and film production.
3. Demonstrate technical support skills for audio, video and/or film productions.
4. Design an audio, video and/or film production.

Journalism & Broadcasting Career Pathway (AR-JB)

1. Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
2. Demonstrate writing processes used in journalism and broadcasting.
3. Plan and deliver a media production (e.g., broadcast, video, Internet, mobile).
4. Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

Performing Arts Career Pathway (AR-PRF)

1. Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
2. Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
3. Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
4. Demonstrate knowledge of music theory.
5. Explain key issues affecting the creation of characters, acting skills and roles.
6. Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
7. Describe how technology and technical support enhance performing arts productions.
8. Analyze all facets of stage and performing arts production management.

Printing Technology Career Pathway (AR-PRT)

1. Manage the printing process, including customer service and sales, scheduling, production and quality control.
2. Demonstrate the production of various print, multimedia or digital media products.

3. Perform finishing and distribution operations related to the printing process.

Telecommunications Career Pathway (AR-TEL)

1. Demonstrate the use of telecommunications terminology, tools and test equipment.
2. Demonstrate telecommunication installation processes using appropriate tools, materials, schematics, diagrams, blueprints and industry specific codes and regulations.
3. Demonstrate decision making, problem-solving techniques and communication skills when providing services for customers.
4. Demonstrate the installation, repair and delivery of network systems.

Visual Arts Career Pathway (AR-VIS)

1. Describe the history and evolution of the visual arts and its role in and impact on society.
2. Analyze how the application of visual arts elements and principles of design communicate and express ideas.
3. Analyze and create two and three-dimensional visual art forms using various media.

Business Management & Administration Career Cluster™ (BM)

1. Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
2. Describe laws, rules and regulations as they apply to effective business operations.
3. Explore, develop and apply strategies for ensuring a successful business career.
4. Identify, demonstrate and implement solutions in managing effective business customer relationships.
5. Implement systems, strategies and techniques used to manage information in a business.
6. Implement, monitor and evaluate business processes to ensure efficiency and quality results.

Administrative Support Career Pathway (BM-ADM)

1. Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
2. Access, evaluate and disseminate information for business decision making.
3. Plan, monitor and manage day-to-day business activities.

Business Information Management Career Pathway (BM-BIM)

1. Describe and follow laws and regulations affecting business operations and transactions.
2. Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
3. Access, evaluate and disseminate information for business decision making.
4. Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
5. Plan, organize and manage an organization/department to achieve business goals.

General Management Career Pathway (BM-MGT)

1. Describe and follow laws and regulations affecting business operations and transactions.
2. Access, evaluate and disseminate information for business decision making.
3. Apply economic concepts fundamental to global business operations.
4. Employ and manage techniques, strategies and systems to enhance business relationships.
5. Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
6. Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
7. Plan, organize and manage an organization/department to achieve business goals.
8. Create strategic plans used to manage business growth, profit and goals.

Human Resources Management Career Pathway (BM-HR)

1. Describe and follow laws and regulations affecting human resource operations.
2. Access, evaluate and disseminate information for human resources management decision making.
3. Motivate and supervise personnel to achieve completion of projects and business goals.
4. Plan, monitor and manage the use of financial and human resources to ensure a business's financial wellbeing.
5. Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
6. Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.
7. Plan, organize and implement compensation, benefits, health and safety programs.

Operations Management Career Pathway (BM-OP)

1. Describe and follow laws and regulations affecting business operations and transactions.
2. Develop and maintain positive customer relationships.

3. Apply inventory tracking systems to facilitate operational controls.
4. Plan, monitor and manage day-to-day business activities to maintain and improve operational functions.

Education & Training Career Cluster™ (ED)

1. Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
2. Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
3. Use critical thinking to process educational communications, perspectives, policies and/or procedures.
4. Evaluate and manage risks to safety, health and the environment in education and training settings.
5. Demonstrate group collaboration skills to enhance professional education and training practice.
6. Analyze ethical and legal policies of professional education and training practice.
7. Explain legal rights that apply to individuals and practitioners within education and training settings.
8. Demonstrate ethical and legal behavior within and outside of education and training settings.
9. Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.
10. Apply organizational skills and logic to enhance professional education and training practice.
11. Demonstrate group management skills that enhance professional education and training practice.

Administration & Administration Support Career Pathway (ED-ADM)

1. Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
2. Identify behaviors necessary for developing and sustaining a positive learning culture.
3. Create instructional programs to meet the learning organization's objectives.
4. Identify instructional practices that meet the learning organization's objectives.
5. Model leadership skills for personnel in order to improve the performance of the learning organization.
6. Identify operations to meet the learning organization's objectives.
7. Plan strategically to meet the learning organization's objectives.
8. Apply internal and external resources to meet the learning organization's objectives and learner needs.
9. Describe advocacy strategies to promote the learning organization's needs.

Professional Support Services Career Pathway (ED-PS)

1. Identify strategies, techniques and tools used to determine the needs of diverse learners.
2. Implement methods to enhance learner success.
3. Identify resources and support services to meet learners' needs.
4. Identify resources and support services available in the learning organization to enhance the learning environment.

Teaching/Training Career Pathway (ED-TT)

1. Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
2. Employ knowledge of learning and developmental theory to describe individual learners.
3. Use content knowledge and skills of instruction to develop standards-based goals and assessments.
4. Identify materials and resources needed to support instructional plans.
5. Establish a positive climate to promote learning.
6. Identify motivational, social and psychological practices that guide personal conduct.
7. Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
8. Demonstrate flexibility and adaptability in instructional planning.
9. Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
10. Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
11. Implement strategies to maintain relationships with others to increase support for the organization.

Finance Career Cluster™ (FN)

1. Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.
2. Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
3. Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.
4. Determine effective tools, techniques and systems to communicate and deliver value to finance customers.
5. Create and maintain positive, ongoing relationships with finance customers.

6. Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.
7. Implement safety, health and environmental controls to ensure a safe and productive finance work workplace.
8. Describe and follow laws, regulations and ethical standards that affect finance operations and transactions.
9. Plan, manage and maintain the use of financial resources to protect solvency.
10. Plan, organize and manage a finance organization/department.
11. Plan, monitor and manage day-to-day activities required to sustain continued business functioning.
12. Access, evaluate and disseminate financial information to enhance financial decision-making processes.
13. Manage a financial product or service mix in order to respond to market opportunities.
14. Employ financial risk-management strategies and techniques used to minimize business loss.

Accounting Career Pathway (FN-ACT)

1. Describe and follow laws and regulations to manage accounting operations and transactions.
2. Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
3. Process, evaluate and disseminate financial information to assist business decision making.
4. Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop an accounting career.

Banking Services Career Pathway (FN-BNK)

1. Describe and follow laws and regulations to manage business operations and transactions in the banking services industry.
2. Create and maintain positive, ongoing relationships with banking customers.
3. Manage the use of financial resources to enhance banking performance.
4. Demonstrate the use of banking technology and equipment.
5. Plan, monitor and manage the day-to-day activities within a banking organization to ensure secure operations.
6. Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop a career in banking services.
7. Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future business opportunities in banking services.

Business Finance Career Pathway (FN-BFN)

1. Describe and follow laws and regulations to manage business operations and transactions in corporate finance.
2. Manage the use of financial resources to ensure business stability.
3. Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop in a corporate finance career.
4. Employ risk-management strategies and techniques in corporate finance to minimize business loss.

Insurance Career Pathway (FN-INS)

1. Describe and follow laws and regulations to manage business operations and transactions in the insurance industry.
2. Plan, monitor and manage day-to-day insurance organization activities.
3. Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop a career in insurance.
4. Demonstrate underwriting techniques and strategies to evaluate the risk posed by potential insurance clients.
5. Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future insurance business opportunities.

Securities & Investments Career Pathway (FN-SEC)

1. Describe and follow laws and regulations to manage business operations and transactions in the securities and investments industry.
2. Manage the use of financial resources to perform key duties in the securities and investments industry.
3. Plan, monitor and manage day-to-day securities and investments operations.
4. Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop in a securities and investments career.
5. Determine client needs and wants and respond through planned, personalized communication to guide purchase decisions and enhance future securities and investments opportunities.

Government & Public Administration Career Cluster™ (GV)

1. Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.
2. Analyze the systemic relationships of government and public administration agencies.
3. Describe health, safety and environmental management systems, as well as policies and procedures in government and public administration agencies.

4. Describe the implementation of plans and policies to respond to public health, safety and environmental needs in government and public administration agencies.
5. Describe career opportunities and the means to achieve those opportunities in each of the Government & Public Administration Career Pathways.
6. Explain the administration of human, financial, material and information resources in government and public administration agencies.

Foreign Service Career Pathway (GV-FOR)

1. Apply the knowledge acquired from history, law, geography, science, language studies, social sciences (including economic and political science), business, foreign policy and culture to perform diplomatic functions.
2. Describe the laws, customs and current administrative practices of the United States and host countries used to manage administrative, social and policy matters.
3. Describe the application of United States and host country laws, regulations, policies and procedures used to manage consular administrative matters.
4. Describe the application of host country laws, customs and effective administrative practices used to manage the conduct of diplomatic operations.

Governance Career Pathway (GV-GOV)

1. Employ research skills to gather and document factual information, analyze data and interpret statistics applicable to matters of public policy.
2. Develop and articulate reasoned, persuasive arguments to support public policy options or positions.
3. Select and apply appropriate political processes to gain consensus for the resolution of differing opinions and positions.
4. Advocate to gain support for new laws, regulations, ordinances, programs or procedures; alternatively, advocate to gain support to reform or revoke existing laws, regulations, ordinances, programs or procedures.

National Security Career Pathway (GV-SEC)

1. Instruct persons who will perform tasks relating to national homeland security.
2. Describe the appropriate duties, responsibilities and authority of a national security agency's personnel at all levels.
3. Describe the leadership characteristics necessary to ensure compliance with rules of engagement and applicable ethical standards.
4. Collect and analyze information from within and outside the United States to assess threats and opportunities regarding national security.
5. Develop strategies to defend against and respond to the effects of chemical, biological, radiological, nuclear (CBRN) or other emergent events.

Planning Career Pathway (GV-PLN)

1. Explain the planning process used to support the development and implementation of new and updated plans, programs and regulations for government and public administration agencies.
2. Develop a comprehensive and focused strategic planning process for government and public administration agencies to manage change.
3. Formulate plans and policies that meet the social, economic and physical needs of the public.

Public Management & Administration Career Pathway (GV-MGT)

1. Describe the organization of a government or public administration department or agency.
2. Design strategies to maximize the potential of a government or public administration department or agency to meet its vision, mission and goals.
3. Utilize fiscal management skills to manage budget and allocation processes to ensure that resources are applied in a manner consistent with the department or agency's vision, mission and goals.
4. Facilitate the flow of ideas and information to keep the department or agency and its constituency informed of policies and operations.
5. Create plans that utilize department or agency expertise to help elected officials and others identify, implement, and achieve common goals and objectives.
6. Use analysis, planning and fiscal services to fund department or agency priorities.
7. Describe ethical and fiscally responsible procurement systems and procedures used to meet department or agency needs.
8. Prepare procurement requirements, procedures and solicitations for bids or proposals.

9. Evaluate bids and proposals consistent with the requirements of the procurement process.
10. Describe the oversight of awarded contracts to ensure the ethical and optimal use of public funds.
11. Describe laws and policies that are used to protect or disclose information.
12. Develop strategies that encourage a creative and innovative environment in a government or public administration department or agency.

Regulation Career Pathway (GV-REG)

1. Describe enforcement of compliance with legal requirements and regulatory standards.

Revenue & Taxation Career Pathway (GV-REV)

1. Examine evidence and ensure revenue compliance by interpreting applicable laws, applying appropriate investigative principles and following relevant procedures.
2. Acquire, analyze and disseminate information to facilitate clear and accurate communication with revenue and taxation stakeholders.
3. Design, develop, operate and review data analysis systems and procedures to minimize and eliminate revenue-related financial problems.

Health Science Career Cluster™ (HL)

1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.
2. Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.
4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.
5. Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.
6. Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

Biotechnology Research & Development Career Pathway (HL-BRD)

1. Summarize the goals of biotechnology research and development within legal and ethical protocols.
2. Apply the fundamentals of biochemistry, cell biology, genetics, mathematical concepts, microbiology, molecular biology, organic chemistry and statistics to conduct effective biotechnology research and development of products.
3. Demonstrate basic knowledge of recombinant DNA, genetic engineering, bioprocessing, monoclonal antibody production, nanotechnology, bioinformatics, genomics, proteomics and transcriptomics to conduct biotechnology research and development.
4. Demonstrate the principles of solution preparation, sterile techniques, contamination control, and measurement and calibration of instruments used in biotechnology research.
5. Determine processes for product design and production and how that work contributes to an understanding of the biotechnology product development process.
6. Summarize and explain the larger ethical, moral and legal issues related to biotechnology research, product development and use in society.

Diagnostic Services Career Pathway (HL-DIA)

1. Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.
2. Assess and report patient's/client's health status in order to monitor and document patient progress.
3. Demonstrate the principles of body mechanics for positioning, transferring and transporting of patients/clients, and perform them without injury to the patient/client or self.
4. Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.
5. Select, demonstrate and interpret diagnostic procedures.

Health Informatics Career Pathway (HL-HI)

1. Communicate health information accurately and within legal and regulatory guidelines, upholding the strictest standards of confidentiality.
2. Describe the content and diverse uses of health information.
3. Demonstrate the use of systems used to capture, retrieve and maintain confidential health information from internal and external sources.

Support Services Career Pathway (HL-SUP)

1. Describe, differentiate and safely perform the responsibilities of healthcare support services roles.
2. Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.
3. Follow established internal and external guidelines in order to provide high-quality, effective support services in the healthcare facility.
4. Maximize available resources for proper care and use of healthcare equipment and materials.
5. Implement healthcare facility standards in order to maintain high-quality healthcare facilities.

Therapeutic Services Career Pathway (HL-THR)

1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.
3. Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.
4. Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.

Hospitality & Tourism Career Cluster™ (HT)

1. Describe the key components of marketing and promoting hospitality and tourism products and services.
2. Evaluate the nature and scope of the Hospitality & Tourism Career Cluster™ and the role of hospitality and tourism in society and the economy.
3. Demonstrate hospitality and tourism customer service skills that meet customers' needs.
4. Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.
5. Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.
6. Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.

Lodging Career Pathway (HT-LOD)

1. Use various communication technologies to accomplish work tasks in lodging facilities.
2. Explain the role and importance of housekeeping operations to lodging facility.
3. Allocate staff positions to meet the needs of various lodging departments.
4. Describe the role and responsibilities of lodging managers.
5. Compare the advantages and disadvantages of independently owned and chain-affiliated lodging facilities.
6. Analyze the departmental interrelationships of a lodging facility.
7. Explain various check-in and check-out procedures used in the lodging industry.
8. Understand reservation procedures used in the lodging industry.
9. Explain how room access policies and procedures ensure guest safety and minimize risks to the lodging facility.
10. Explain how cash control procedures are used in the lodging industry.
11. Explain how guests and property are protected to minimize losses or liabilities in the lodging facility.
12. Explain the basic legal issues in lodging management.

Recreation, Amusements & Attractions Career Pathway (HT-REC)

1. Describe career opportunities in the Recreation, Amusements & Attractions Career Pathway.
2. Explain admission and traffic control procedures used to manage and control individuals, groups and vehicles in recreation, amusement and attraction venues.
3. Determine the maintenance and technology needs for various recreation, amusement and attraction venues.
4. Describe safety and security issues unique to the Recreation, Amusements & Attractions Career Pathway.
5. Compile a resource base to manage emergency situations in recreation, amusement and attraction venues.
6. Identify safety and security issues for recreation, amusement and attraction venues that might require customer education.
7. Compare different ticket sales options to maximize revenue for recreation, amusement and attraction venues.
8. Describe the types of information and directions a guest would need at a recreation, amusement and attraction entry point.
9. Develop marketing strategies for recreation, amusement and attractions venues.
10. Analyze the merchandising, program and product potential for different recreation, amusement and attraction venues.

11. Compare and contrast various types of recreation, amusement and attraction venues.

Restaurants & Food/ Beverage Services Career Pathway (HT-RFB)

1. Describe ethical and legal responsibilities in food and beverage service facilities.
2. Demonstrate safety and sanitation procedures in food and beverage service facilities.
3. Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities.
4. Demonstrate leadership qualities and collaboration with others.
5. Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities.
6. Explain the benefits of the use of computerized systems to manage food service operations and guest service.
7. Utilize technical resources for food services and beverage operations to update or enhance present practice.
8. Implement standard operating procedures related to food and beverage production and guest service.
9. Describe career opportunities and qualifications in the restaurant and food service industry.
10. Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

Travel & Tourism Career Pathway (HT-TT)

1. Apply information about time zones, seasons and domestic and international maps to create or enhance travel.
2. Apply unit and time conversion skills to develop travel schedules and compute cost, distance and time (including travel time) factors.
3. Analyze cultural diversity factors to enhance travel planning.
4. Assess the potential (real and perceived) hazards related to multiple environments, and recommend appropriate safety, health and security measures for travelers.
5. Develop a safety and security plan containing proactive and reactive solutions to manage emergency situations for travelers and staff.
6. Use common travel and tourism terminology used to communicate within the industry.
7. Customize travel with diverse transportation, lodging, cruise and food options.
8. Compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers.
9. Identify the community elements necessary to maintain cooperative tourism development efforts.
10. Develop a travel product that matches customer needs, wants and expectations.
11. Design promotional packages to effectively market travel and tourism.
12. Select the most effective communication technique and media venue to convey travel marketing information to a target audience.

Human Services Career Cluster™ (HU)

1. Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services.
2. Evaluate the role of the family, community and human services in society and the economy.
3. Use effective communication with human services clients and their families.
4. Demonstrate ethical and legal conduct in human services settings.
5. Evaluate career opportunities in each of the Human Services Career Pathways.
6. Explain how human development principles enhance the wellbeing of individuals and families.

Consumer Services Career Pathway (HU-CSM)

1. Summarize necessary credentials, licensures or state-specific requirements to prepare for a career in consumer services.
2. Communicate product or equipment features that meet the needs of clients and consumers.
3. Make consumer services recommendations meeting the needs of clients or customers.
4. Analyze financial/economic situations when making recommendations about consumer services.
5. Use standard business processes or procedures to create consumer service information and facilitate client interactions.
6. Use a variety of methods to educate audiences about consumer services.
7. Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.
8. Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes.

Counseling & Mental Health Services Career Pathway (HU-CMH)

1. Use clear written, spoken and nonverbal messages when communicating with clients about mental health services and the counseling process.
2. Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.
3. Evaluate client motivation, strengths and weaknesses to develop a client treatment program.
4. Demonstrate knowledge of an operational mental health or counseling program that meets organizational goals.
5. Demonstrate the ethical and legal responsibilities of counseling and mental health services.
6. Choose appropriate counseling and therapy techniques to serve identified needs.

Early Childhood Development & Services Career Pathway (HU-EC)

1. Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.
2. Communicate effectively with fellow staff members to facilitate child development activities.
3. Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and changes.
4. Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning.
5. Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards.
6. Adhere to ethical and legal responsibilities, laws and regulations to protect children and families.
7. Apply principles of child growth and development, including social, emotional, physical and cognitive milestones, to provide comprehensive program offerings.
8. Evaluate curriculum for inclusiveness of children with special needs.

Family & Community Services Career Pathway (HU-FAM)

1. Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan.
2. Identify community resources to provide family and community services.
3. Communicate effectively to gain support from the client's family and other support groups.
4. Comply with laws and procedures that govern abuse, neglect, confidentiality and other health and safety situations.
5. Evaluate crisis prevention, intervention and resolution techniques to formulate emergency plans.

Personal Care Services Career Pathway (HU-PC)

1. Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.
2. Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action.
3. Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.
4. Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.
5. Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.
6. Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends.
7. Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.

Information Technology Career Cluster™ (IT)

1. Demonstrate effective professional communication skills and practices that enable positive customer relationships.
2. Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.
3. Demonstrate the use of cross-functional teams in achieving IT project goals.
4. Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.
5. Explain the implications of IT on business development.
6. Describe trends in emerging and evolving computer technologies and their influence on IT practices.
7. Perform standard computer backup and restore procedures to protect IT information.
8. Recognize and analyze potential IT security threats to develop and maintain security requirements.
9. Describe quality assurance practices and methods employed in producing and providing quality IT products and services.
10. Describe the use of computer forensics to prevent and solve information technology crimes and security breaches.

11. Demonstrate knowledge of the hardware components associated with information systems.
12. Compare key functions and applications of software and determine maintenance strategies for computer systems.

Information Support & Services Career Pathway (IT-SUP)

1. Provide technology support to maintain service.
2. Manage operating systems and software applications, including maintenance of upgrades, patches and service packs.
3. Apply appropriate troubleshooting techniques in resolving computer hardware, software and configuration problems.
4. Perform installation, configuration and maintenance of operating systems.
5. Demonstrate the use of networking concepts to develop a network.
6. Evaluate the effectiveness of an information system.
7. Employ system installation and maintenance skills to setup and maintain an information system.
8. Employ system administration and control skills to monitor the performance of an information system.
9. Employ technical writing and documentation skills in support of an information system.
10. Apply quality assurance processes to maximize information system operation.

Network Systems Career Pathway (IT-NET)

1. Analyze customer or organizational network system needs and requirements.
2. Analyze wired and wireless network systems to determine if they meet specifications (e.g., IEEE, power, security).
3. Design a network system using technologies, tools and standards.
4. Perform network system installation and configuration.
5. Perform network administration, monitoring and support to maintain a network system.

Programming & Software Development Career Pathway (IT-PRG)

1. Analyze customer software needs and requirements.
2. Demonstrate the use of industry standard strategies and project planning to meet customer specifications.
3. Analyze system and software requirements to ensure maximum operating efficiency.
4. Demonstrate the effective use of software development tools to develop software applications.
5. Apply an appropriate software development process to design a software application.
6. Program a computer application using the appropriate programming language.
7. Demonstrate software testing procedures to ensure quality products.
8. Perform quality assurance tasks as part of the software development cycle.
9. Perform software maintenance and customer support functions.
10. Design, create and maintain a database.

Web & Digital Communications Career Pathway (IT-WD)

1. Analyze customer requirements to design and develop a Web or digital communication product.
2. Apply the design and development process to produce user-focused Web and digital communications solutions.
3. Write product specifications that define the scope of work aligned to customer requirements.
4. Demonstrate the effective use of tools for digital communication production, development and project management.
5. Develop, administer and maintain Web applications.
6. Design, create and publish a digital communication product based on customer needs.
7. Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
8. Implement quality assurance processes to deliver quality digital communication products and services.
9. Perform maintenance and customer support functions for digital communication products.
10. Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

Law, Public Safety, Corrections & Security Career Cluster™ (LW)

*Due to a technical glitch the Law, Public Safety, Corrections & Security are currently under further review.

Manufacturing Career Cluster™ (MN)

1. Evaluate the nature and scope of the Manufacturing Career Cluster™ and the role of manufacturing in society and in the economy.
2. Analyze and summarize how manufacturing businesses improve performance.
3. Comply with federal, state and local regulations to ensure worker safety and health and environmental work practices.

4. Describe career opportunities and means to achieve those opportunities in each of the Manufacturing Career Pathways.
5. Describe government policies and industry standards that apply to manufacturing.
6. Demonstrate workplace knowledge and skills common to manufacturing.

Health, Safety, & Environmental Assurance Career Pathway (MN-HSE)

1. Demonstrate the safe use of manufacturing equipment.
2. Develop safety plans for production processes that meet health, safety and environmental standards.
3. Demonstrate a safety inspection process to assure a healthy and safe manufacturing environment.
4. Evaluate a system of health, safety and/or environmental programs, projects, policies or procedures to determine compliance.
5. Evaluate continuous improvement protocols and techniques in health, safety and/or environmental practices.
6. Conduct job safety and health analysis for manufacturing jobs, equipment and processes.
7. Develop the components of a training program based on environmental health and safety regulations.

Logistics & Inventory Control Career Pathway (MN-LOG)

1. Demonstrate positive customer service skills in regard to logistics and inventory control issues.
2. Demonstrate proper handling of products and materials in a manufacturing facility.
3. Develop a safety inspection process to assure a healthy and safe manufacturing facility.
4. Manage inventory using logistics and control processes and procedures.

Maintenance, Installation, & Repair Career Pathway (MN-MIR)

1. Demonstrate maintenance skills and proficient operation of equipment to maximize manufacturing performance.
2. Demonstrate the safe use of manufacturing equipment to ensure a safe and healthy environment.
3. Diagnose equipment problems and effectively repair manufacturing equipment.
4. Investigate and employ techniques to maximize manufacturing equipment performance.
5. Implement a preventative maintenance schedule to maintain manufacturing equipment, tools and workstations.
6. Implement an effective, predictive and preventive manufacturing equipment maintenance program.

Manufacturing Production Process Development Career Pathway (MN-PPD)

1. Produce quality products that meet manufacturing standards and exceed customer satisfaction.
2. Research, design and implement alternative manufacturing processes to manage production of new and/or improved products.
3. Monitor, promote and maintain a safe and productive workplace using techniques and solutions that ensure safe production of products.
4. Implement continuous improvement processes in order to maintain quality within manufacturing production.
5. Develop procedures to create products that meet customer needs.

Production Career Pathway (MN-PRO)

1. Diagnose production process problems and take corrective action to meet production quality standards.
2. Manage safe and healthy production working conditions and environmental risks.
3. Make continuous improvement recommendations based on results of production process audits and inspections.
4. Coordinate work teams when producing products to enhance production process and performance.
5. Demonstrate the safe use of manufacturing equipment.

Quality Assurance Career Pathway (MN-QA)

1. Evaluate production operations for product and process quality.
2. Recommend and implement continuous improvement in manufacturing processes.
3. Coordinate work teams to create a product that meets quality assurance standards.
4. Employ project management processes using data and tools to deliver quality, value-added products.
5. Perform safety inspections and training to ensure a safe and healthy workplace.
6. Implement continuous improvement processes to maintain quality products.
7. Identify inspection processes that ensure products meet quality specifications.

Marketing Career Cluster™ (MK)

1. Describe the impact of economics, economics systems and entrepreneurship on marketing.
2. Implement marketing research to obtain and evaluate information for the creation of a marketing plan.
3. Plan, monitor, manage and maintain the use of financial resources for marketing activities.

4. Plan, monitor and manage the day-to-day activities required for continued marketing business operations.
5. Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.
6. Select, monitor and manage sales and distribution channels.
7. Determine and adjust prices to maximize return while maintaining customer perception of value.
8. Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
9. Communicate information about products, services, images and/or ideas to achieve a desired outcome.
10. Use marketing strategies and processes to determine and meet client needs and wants.

Marketing Communications Career Pathway (MK-COM)

1. Apply techniques and strategies to convey ideas and information through marketing communications.
2. Plan, manage and monitor day-to-day activities of marketing communications operations.
3. Access, evaluate and disseminate information to enhance marketing decision-making processes.
4. Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
5. Communicate information about products, services, images and/or ideas to achieve a desired outcome.

Marketing Management Career Pathway (MK-MGT)

1. Plan, organize and lead marketing staff to achieve business goals.
2. Plan, manage and monitor day-to-day marketing management operations.
3. Plan, manage and organize to meet the requirements of the marketing plan.
4. Access, evaluate and disseminate information to aid in making marketing management decisions.
5. Determine and adjust prices to maximize return and meet customers' perceptions of value.
6. Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
7. Communicate information about products, services, images and/or ideas.

Marketing Research Career Pathway (MK-RES)

1. Plan, organize and manage day-to-day marketing research activities.
2. Design and conduct research activities to facilitate marketing business decisions.
3. Use information systems and tools to make marketing research decisions.

Merchandising Career Pathway (MK-MER)

1. Plan, organize and lead merchandising staff to enhance selling and merchandising skills.
2. Plan, manage and monitor day-to-day merchandising activities.
3. Move, store, locate and/or transfer ownership of retail goods and services.
4. Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.
5. Determine and adjust prices to maximize return and meet customers' perceptions of value.
6. Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.
7. Communicate information about retail products, services, images and/or ideas.
8. Create and manage merchandising activities that provide for client needs and wants.

Professional Sales Career Pathway (MK-SAL)

1. Access, evaluate and disseminate sales information
2. Apply sales techniques to meet client needs and wants.
3. Plan, organize and lead sales staff to enhance sales goals.

Science, Technology, Engineering & Mathematics Career Cluster™ (ST)

1. Apply engineering skills in a project that requires project management, process control and quality assurance.
2. Use technology to acquire, manipulate, analyze and report data.
3. Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
4. Understand the nature and scope of the Science, Technology, Engineering & Mathematics Career Cluster™ and the role of STEM in society and the economy.
5. Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
6. Demonstrate technical skills needed in a chosen STEM field.

Engineering & Technology Career Pathway (ST-ET)

1. Use STEM concepts and processes to solve problems involving design and/or production.
2. Display and communicate STEM information.
3. Apply processes and concepts for the use of technological tools in STEM.
4. Apply the elements of the design process.
5. Apply the knowledge learned in STEM to solve problems.
6. Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.

Science & Mathematics Career Pathway (ST-SM)

1. Apply science and mathematics to provide results, answers and algorithms for engineering and technological activities.
2. Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.
3. Analyze the impact that science and mathematics has on society.
4. Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

Transportation, Distribution & Logistics Career Cluster™ (TD)

1. Describe the nature and scope of the Transportation, Distribution & Logistics Career Cluster™ and the role of transportation, distribution and logistics in society and the economy.
2. Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems.
3. Describe the key operational activities required of successful transportation, distribution and logistics facilities.
4. Identify governmental policies and procedures for transportation, distribution and logistics facilities.
5. Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health.
6. Describe career opportunities and means to achieve those opportunities in each of the Transportation, Distribution & Logistics Career Pathways.

Facility & Mobile Equipment Maintenance Career Pathway (TD-MTN)

1. Develop preventative maintenance plans and systems to keep facility and mobile equipment inventory in operation.
2. Design ways to improve facility and equipment system performance.

Health, Safety, & Environmental Management Career Pathway (TD-HSE)

1. Describe the health, safety and environmental rules and regulations in transportation, distribution and logistics workplaces.
2. Develop solutions to improve performance of health, safety and environmental management services.

Logistics Planning & Management Services Career Pathway (TD-LOG)

1. Develop solutions to provide and manage logistics services for the company and customers.
2. Analyze and improve performance of logistics systems to provide logistics planning and management services.

Sales & Service Career Pathway (TD-SAL)

1. Analyze the ongoing performance of transportation, logistics and distribution-related sales and service operations.
2. Demonstrate the use of sales and ongoing service of products and services that are transportation related to promote development of existing and future clients and customers.

Transportation Operations Career Pathway (TD-OPS)

1. Develop and evaluate transportation plans to move people and/or goods to meet customer requirements.
2. Analyze performance of transportation operations in order to improve quality and service levels and increase efficiency.
3. Comply with policies, laws and regulations in order to maintain safety, security and health and mitigate the economic and environmental risk of transportation operations.

Transportation Systems / Infrastructure Planning, Management & Regulation Career Pathway (TD-SYS)

1. Develop plans to maintain and/or improve the transportation infrastructure.
2. Assess, plan and manage the implementation of transportation services.
3. Describe ways to improve the system utilization, flow, safety and environmental performance of transportation systems.

Warehousing & Distribution Center Operations Career Pathway (TD-WAR)

1. Demonstrate efficient and effective warehouse and distribution center operations.
2. Describe ways to improve the performance of warehouse and distribution operations.
3. Analyze compliance with company policies and government laws and regulations in warehouse and distribution operations.

The CCTC is being coordinated by the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), which represents the state and territory heads of secondary, postsecondary and adult CTE across the nation.

www.careertech.org/career-technical-education/cctc/.



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Business Information Technology Certificate

Certificate Code 5678

Program Contacts:

QC Campus

Amy Levins-Smith, 309-796-5329, smitha@bhc.edu

East Campus

Wendy Smith, 309-854-1713, smithw@bhc.edu

The Business Information Technology Certificate is offered only at the Quad-Cities Campus.

Students gain skill in using current MS Windows applications; the curriculum also builds proficiency in spreadsheet design, database design, Internet research, presentation graphics, data entry, computer keyboarding, and Web page development. The student will gain experience in PC office applications.

Students completing the program may be employed in entry-level office positions because they have strong computer skills. This certificate can be completed in one year.

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

Course of Study Outline – Suggested Courses (Credit Hours)

First Semester

BE 100 — Work Environment Orientation (2)

BE 120 — Technology Tools - *fall only* (2)

BE 141 — Computerized Keyboarding I (3)

BE 145 A,B,C — Information Processing **or** (3)

BE 145 — Information Processing

BA 160 — Business Math I (3)

COMM 105 — Essentials of English (3)

Second Semester

BE 142 — Computerized Keyboarding II - *spring only* (3)

BE 144 — Concepts of Information Processing - *spring only* (3)

BE 146 — Excel For Business - *spring only* (3)

BE 163 — Presentation Graphics (1)

BE 264 — Introduction to Database Management (3)

COER 116 — Microcomputer Hardware (3)

Minimum total hours required for certificate (32)

The Business Information Technology Certificate is based upon a “ladder” concept so that students may exit the program after 32 hours or continue to pursue the Legal Office Professional Associate in Applied Science degree. The certificate consists of the first two semester of the degree.

Occupational Profiles

CIP Code: 52.0204

SOC Code: 43-1011

ANNOUNCEMENTS

[USO, Army honor BHC for help with soldier transition](#)

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

[BHC, community partners collaborate to help students explore](#)

EVENTS

Ju		Aug 2012					Se
S	M	T	W	T	F	S	
			1	2	3	4	
5	6	7	8	9	10	11	
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19	20	21	22	23	24	25	
26	27	28	29	30	31		

[View all »](#)

SPOTLIGHT



Cost of Attendance: \$3349

Books: \$1623

Job Market: <http://www.oneonline.org/crosswalk/CIP?s=52.0302&g=Go> 

Occupational Report: [Occupational Report - Business Information Technology Certificate](#)

Completion Rate: N/A

Job Placement Rate: N/A

Median Loan Debt: \$0

Institutional Financing Plan: N/A

Black Hawk College – Academic Planning Checklist
Business Information Technology Certificate
Certificate Program 5668

Name: _____

Date: _____

Program Requirements			
Courses		Semester taken	Grade
<input type="checkbox"/> BA 160 – Business Math	3		
<input type="checkbox"/> BE 100 – Work Environment Orientation	2		
<input type="checkbox"/> BE 120 – Technology Tools	2		
<input type="checkbox"/> BE 141 – Computerized Keyboarding I	3		
<input type="checkbox"/> BE 142 – Computerized Keyboarding II	3		
<input type="checkbox"/> BE 144 – Concepts of Information Processing	3		
<input type="checkbox"/> BE 145 A,B,C – Information Processing (Word)	3		
OR			
BE 145 – Information Processing			
<input type="checkbox"/> BE 163 – Presentation Graphics	1		
<input type="checkbox"/> BE 264 – Intro to Database Management	3		
<input type="checkbox"/> CIP 230 – Spreadsheet Analysis (Excel)	3		
<input type="checkbox"/> COER 116 – Microcomputer Hardware	3		
<input type="checkbox"/> COMM 105 – Essentials of English	3		

The Business Information Technology Certificate is based upon a “ladder” concep so that students may exit the program after 32 hours or continue to pursue the Legal Office Professional Associate in Applied Science degree. The certificate consists of the first two semesters of the degree.

Prefix	Number	Course Master File.Title	PCS	CIP	PreK2000	Curriculum Prefix	Curriculum Number
BE	110	DATA ENTRY APPLICATIONS	12	520407	520407	0418	5678
BE	147	INTRO TO MICROSOFT OFFICE	12	520407	520407	02	5646
BE	248A	DESKTOP PUBLISHING I	12	520407	520407	0418	5068
BE	248B	DESKTOP PUBLISHING II	12	520407	520407	0418	5068
BE	248C	DESKTOP PUBLISHING III	12	520407	520407	0418	5068
BE	264	INTRO TO DATABASE MGMT	12	520407	520407	02	9365
CIP	103	INTRO TO MICROCOMPUTERS	12	520407	520407	0419	5847
CIP	104	INTRO TO COMP PROGRAMMING	12	520407	520407	02	5178
CIP	126	MICROSOFT ACCESS	12	110802		02	5178
CIP	127	MICROSOFT OUTLOOK	12	520407		0419	5858
CIP	130	MICROSOFT EXCEL	12	520407		0419	5847
CIP	190	MICROSOFT SHAREPOINT	12	520407		0419	5858
CIP	201	MICROSOFT PROJECT	12	110802	110802	02	5178
CIP	204	VISUAL BASIC PROGRAMMING	12	110202		02	5178
CIP	211A	INTRO TO FLASH	12	110202		02	5178
CIP	211B	FLASH PROGRAMMING	12	110202		02	5178
CIP	227	DATABASE MANAGEMENT II	12	110802	110802	02	5178
CIP	260	SYSTEMS DESIGN AND DEVELOPMENT	12	110802	110802	02	5178
COER	118	COMPUTER TROUBLESHOOTING	12	151202	151202	02	5178
COER	125	SEMINAR	12	159999	159999	02	5178

COER	180	DESKTOP APPLICATION SUPPORT	12	151202		02	5178
CS	100	INTRO TO COMPUTERS	12	110101		02	5178
GBMT	371	SYSTEMS MANAGEMENT	16	110802	521203	VOCSK	1616
GBUS	416	DATABASE MANAGEMENT	16	110802	521203	VOCSK	1614
GBUS	416A	DATABASE MANAGEMENT A	16	110802	521203	VOCSK	1614
GBUS	416B	DATABASE MANAGEMENT B	16	110802	521203	VOCSK	1614
GBUS	416C	DATABASE MANAGEMENT C	16	110802	521203	VOCSK	1614
GBUS	419	COMPUTER APPLICATIONS/SPECIFIED	16	110202	521202	VOCSK	1614
GBUS	419A	COMPUTER APPLICATIONS SPECIFIED PT.1	16	110202	521202	VOCSK	1614
GBUS	419B	COMPUTER APPLICATIONS SPECIFIED PT.2	16	110202	521202	VOCSK	1614
GBUS	419C	COMPUTER APPLICATIONS SPECIFIED PT.3	16	110202	521202	VOCSK	1614
GBUS	420	INTRODUCTION/MICROCOMPUTER I-IV	16	110202	521202	VOCSK	1614
GBUS	429	COMPUTER APPLICATIONS/SPECIFIED II	16	110202	521202	VOCSK	1614
GBUS	429A	COMPUTER APPLICATIONS/SPECIFIED II A	16	110202	521202	VOCSK	1614
GBUS	429B	COMPUTER APPLICATIONS/SPECIFIED II B	16	110202	521202	VOCSK	1614
GCMP	502	USING ORG SOFTWARE SYSTEMS	16	110802	521203	VOCSK	1614
GCMP	503	WORD PROCESSING I	16	520407	520407	VOCSK	1614
GCMP	504	WORD PROCESSING 2	16	520407		VOCSK	1614
GCMP	505	WORD PROCESSING 3	16	520407		VOCSK	1614
GCMP	510	DATABASE MANAGEMENT 1	16	110802	521203	VOCSK	1614
GCMP	511	DATABASE MANAGEMENT 2	16	110802	521203	VOCSK	1614
GCMP	512	DATABASE MANAGEMENT 3	16	110802	521203	VOCSK	1614
GCMP	513	DATABASE MANAGEMENT 4	16	110802	521203	VOCSK	1614

GCMP	514	PRESENTATION SOFTWARE 1	16	520407	520407	VOCSK	1614
GCMP	515	PRESENTATION SOFTWARE 2	16	520407	520407	VOCSK	1614
GCMP	524	COMPUTER BASICS 1	16	520407		VOCSK	1614
GCMP	525	COMPUTER BASICS 2	16	520407		VOCSK	1614
GCMP	531	TECHNOLOGY SYSTEMS	16	110802	521203	VOCSK	1614
GCMP	540	TECHNOLOGY TOOLS	16	110802	521203	VOCSK	1614
GCMP	543	INTERNET SKILLS	16	520407	520407	VOCSK	1614
GPRO	101	ACCESS PROGRAMMING	16	110802	521202	VOCSK	1614
GWEB	101	FRONT PAGE 98	16	110802	521203	VOCSK	1614
GWEB	102	CREATING HOME PAGES	16	110802	521203	VOCSK	1614
GWEB	103	INTRODUCTION TO MACROMEDIA FLASH	16	110802	521203	VOCSK	1614
GWEB	104	PHOTOSHOP	16	110802	521203	VOCSK	1614
GWEB	105	DREAMWEAVER	16	110802	521203	VOCSK	1614
LA	120	COMPUTERS AND THE LAW	12	520407	520407	0418	5082
NETW	150	TELECOMMUNICATION	12	150310	150310	02	5178

These courses need to be aligned with the appropriate active program.

BE	120	TECHNOLOGY TOOLS	12	520407	520407	02	9265
BE	141	COMPUTERIZED KEYBOARDING I	12	520407	520407	0418	5041
BE	142	COMPUTERIZED KEYBOARDING II	12	520407	520407	0418	5041
BE	145	INFORMATION PROCESSING	12	520407	520407	0418	5041
BE	145A	INFORMATION PROCESSING I	12	520407	520407	0418	5041
BE	145B	INFORMATION PROCESSING II	12	520407	520407	0418	5041
BE	145C	INFORMATION PROCESSING III	12	520407	520407	0418	5041
BE	162	INTRODUCTION TO SPREADSHEETS	12	520407	520407	0418	5041
BE	163	PRESENTATION GRAPHICS	12	520407	520407	0418	5041

BE	164	INTRODUCTION TO DATABASE MGT	12	520407	520407	0418	5041
BE	167	INTEGRATING WINDOWS APPS	12	520407	520407	0418	5041
BE	168	INTRO TO MSOFFICE PROFESSIONAL	12	520407	520407	0418	5041
BE	243	COMPUTERIZED KEYBOARDING III	12	520407	520407	0418	5041
BE	245	INFO PROCESSING APPLICATIONS	12	520407	520407	0418	5041
BE	247	ADV INFO PROCESSING APPLICATIONS	12	520407	520407	0418	5041
CIP	165	MICROCOMPUTER OPERATING SYSTEMS	12	520407	520407	0419	5244
CIP	226	DATABASE MANAGEMENT	12	110802	110802	02	5178
CIP	230	SPREADSHEET ANALYSIS	12	520407	520407	0419	5847
GTNH	137	SITE DESIGNER SERIES	16	110802	521202	VOCSK	1614

Curriculum Master File.Title	Curriculum Master File.Status	Course Master File.Status	Begin Date	End Date	Fund Level
BUSINESS INF TECH CERTIFICATE	A	A	5/1/1994		3
INFORMATION TECHNOLOGY SPECIALIST	A	A	8/1/2002		3
ADMINISTRATIVE ASSISTING	A	A	6/12/2007		3
ADMINISTRATIVE ASSISTING	A	A	6/12/2007		3
ADMINISTRATIVE ASSISTING	A	A	1/1/2008		3
BUSINESS INFORMATION TECHNOLOGY	A	A	8/1/2001		3
PC APPLICA PROGRAMMER CERTIFICATE	A	A	5/1/1994		3
COMPUTER SPECIALIST	A	A	5/1/1994		3
COMPUTER SPECIALIST	A	A	1/13/2012		3
MICROSOFT OFFICE SPECIALIST PREP	A	A	10/5/2011		3
PC APPLICA PROGRAMMER CERTIFICATE	A	A	1/13/2012		3
MICROSOFT OFFICE SPECIALIST PREP	A	A	10/5/2011		3
COMPUTER SPECIALIST	A	A	8/1/2007		3
COMPUTER SPECIALIST	A	A	1/13/2012		3
COMPUTER SPECIALIST	A	A	8/15/2008		3
COMPUTER SPECIALIST	A	A	8/15/2008		3
COMPUTER SPECIALIST	A	A	8/1/2006		3
COMPUTER SPECIALIST	A	A	5/1/1994		3
COMPUTER SPECIALIST	A	A	5/1/1994		3
COMPUTER SPECIALIST	A	A	8/1/1998		3

COMPUTER SPECIALIST	A	A	8/21/2009	3
COMPUTER SPECIALIST	A	A	8/22/2008	3
VOC SKILLS IN TECH OCC	A	A	7/31/1997	3
VOC SKILLS IN BUSINESS OCC	A	A	5/1/1994	3
VOC SKILLS IN BUSINESS OCC	A	A	5/1/1994	3
VOC SKILLS IN BUSINESS OCC	A	A	5/1/1994	3
VOC SKILLS IN BUSINESS OCC	A	A	5/1/1994	3
VOC SKILLS IN BUSINESS OCC	A	A	5/1/1994	3
VOC SKILLS IN BUSINESS OCC	A	A	5/1/1994	3
VOC SKILLS IN BUSINESS OCC	A	A	5/1/1994	3
VOC SKILLS IN BUSINESS OCC	A	A	5/1/1994	3
VOC SKILLS IN BUSINESS OCC	A	A	5/1/1994	3
VOC SKILLS IN BUSINESS OCC	A	A	5/1/1994	3
VOC SKILLS IN BUSINESS OCC	A	A	8/1/1999	3
VOC SKILLS IN BUSINESS OCC	A	A	8/1/1999	3
VOC SKILLS IN BUSINESS OCC	A	A	8/1/1999	3
VOC SKILLS IN BUSINESS OCC	A	A	6/13/2007	3
VOC SKILLS IN BUSINESS OCC	A	A	6/13/2007	3
VOC SKILLS IN BUSINESS OCC	A	A	1/3/2008	3
VOC SKILLS IN BUSINESS OCC	A	A	1/3/2008	3
VOC SKILLS IN BUSINESS OCC	A	A	1/2/2008	3
VOC SKILLS IN BUSINESS OCC	A	A	1/2/2008	3
VOC SKILLS IN BUSINESS OCC	A	A	1/2/2008	3
VOC SKILLS IN BUSINESS OCC	A	A	1/2/2008	3

VOC SKILLS IN BUSINESS OCC	A	A	1/2/2008	3
VOC SKILLS IN BUSINESS OCC	A	A	1/2/2008	3
VOC SKILLS IN BUSINESS OCC	A	A	6/28/2008	3
VOC SKILLS IN BUSINESS OCC	A	A	6/28/2008	3
VOC SKILLS IN BUSINESS OCC	A	A	7/1/2007	3
VOC SKILLS IN BUSINESS OCC	A	A	1/2/2008	3
VOC SKILLS IN BUSINESS OCC	A	A	10/10/2007	3
VOC SKILLS IN BUSINESS OCC	A	A	8/15/1999	3
VOC SKILLS IN BUSINESS OCC	A	A	8/15/1999	3
VOC SKILLS IN BUSINESS OCC	A	A	1/20/2007	3
VOC SKILLS IN BUSINESS OCC	A	A	8/15/1999	3
VOC SKILLS IN BUSINESS OCC	A	A	8/15/1999	3
VOC SKILLS IN BUSINESS OCC	A	A	8/15/1999	3
LEGAL ASSISTANT	A	A	5/1/1994	3
COMPUTER SPECIALIST	A	A	1/1/1998	3

BUSINESS INFORMATION TECHNOLOGY	W	A	8/1/2007	3
BUS INFO TECH: OFFICE OPTION	W	A	8/1/1995	3
BUS INFO TECH: OFFICE OPTION	W	A	8/1/1995	3
BUS INFO TECH: OFFICE OPTION	W	A	8/1/1995	3
BUS INFO TECH: OFFICE OPTION	W	A	8/1/1997	3
BUS INFO TECH: OFFICE OPTION	W	A	8/1/1997	3
BUS INFO TECH: OFFICE OPTION	W	A	8/1/1997	3
BUS INFO TECH: OFFICE OPTION	W	A	8/1/1997	3
BUS INFO TECH: OFFICE OPTION	W	A	8/1/1997	3

BUS INFO TECH: OFFICE OPTION	W	A	8/1/1997		3
BUS INFO TECH: OFFICE OPTION	W	A	8/1/1997		3
BUS INFO TECH: OFFICE OPTION	W	A	8/1/1997		3
BUS INFO TECH: OFFICE OPTION	W	A	8/1/1995		3
BUS INFO TECH: OFFICE OPTION	W	A	8/1/1995		3
BUS INFO TECH: OFFICE OPTION	W	A	8/1/1995		3
COMPUTER INFORMATION PROGRAMMER	A	W	5/1/1994	7/31/2009	3
COMPUTER SPECIALIST	A	W	5/1/1994	1/13/2012	3
PC APPLICA PROGRAMMER CERTIFICATE	A	W	5/1/1994	1/13/2012	3
VOC SKILLS IN BUSINESS OCC	A	W	8/15/2005	10/1/2008	3

FY2013 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	
09/01/2012	Programs Identified
09/28/2012	Program Titles/WEAVEonline Entities Confirmed
09/28/2012	Course tied to curriculum confirmed
	Program Review Kick-Off Meeting
10/26/2012	Questions on Student Need, Human Resource Review Complete
11/21/2012	Questions on Student Outcomes Achievement, Placements & Follow Up
12/14/2012	Questions on Curriculum and Financial Analysis Complete
02/08/2013	Final recommendations complete and discussions with Deans on unit planning. budgeting and program review begin
02/08/2013	Program Review Department process complete
03/08/2013	Budgets Due
04/30/2013	Executive Summaries complete by Deans

FY2013 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 FOLLOW-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? [NEW 2013]

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? [NEW 2013]
6. Provide evidence of how the program incorporates & aligns secondary and postsecondary education elements? [NEW 2013]
7. Describe the opportunities for secondary students to acquire postsecondary credits (dual credit). [NEW 2013]
8. (Discipline) Review all courses and articulation files. Summarize your findings on what necessary action is needed to update old agreements. [NEW 2013]

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 (IAI), 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:

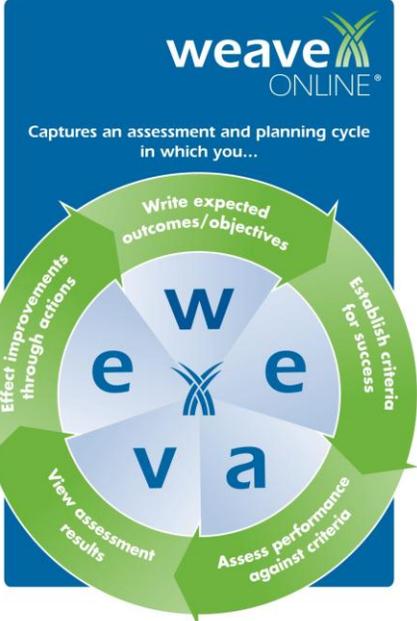
E-Mail Address:

APPENDIX D

**Black Hawk College General Education/Core Curriculum
(Approved by EC Senate-4/ /08 and QC Senate-3/ /08)**

A Black Hawk College student completing the general education/core curriculum requirement will be able to:

Strand A: Apply Scientific Thinking Skills Through the Study of Physical and Life Sciences	Strand B: Apply Quantitative Skills Through the Study of Mathematics	Strand C: Apply Communication Skills Through the Study of Speech and Writing	Strand D: Evaluate Human Experiences Through the Study of the Humanities and Fine Arts	Strand E: Develop an Appreciation of Human Continuity, Diversity, and Change Through the Study of Social and Behavioral Sciences
A1. Develop an understanding of the methods of scientific inquiry, including the formulation and testing of hypotheses.	B1. Demonstrate an understanding of the problem	C1. Use inventional, organizational, editorial, and expressive strategies to communicate clearly in speaking and writing	D1. Apply discourse-specific language to the study of what it means to be human.	E1. Demonstrate an understanding of human behavior. This may include a focus on individual behavior.
A2. Be familiar with selected scientific principles in the physical and life sciences.	B2. Devise a solution process.	C2. Demonstrate an understanding of and ability to adapt to a variety of communication purposes and audiences.	D2. Demonstrate knowledge of self in relation to the environment and to cultures throughout the world.	E2. Demonstrate an understanding of societies in the world as part of one larger human experience in time and place.
A3. Make informed decisions about personal and societal issues.	B3. Perform the solution process	C3. Demonstrate critical skills in reading and thinking through writing and speaking.	D3. Express intellectual, cultural, and aesthetic awareness of the humanities and the arts.	E3. Analyze trends, institutions and/or influences of two or more of the following: society, history, politics, and economics.
A4. Demonstrate skills learned in a laboratory setting (e.g., formulate hypotheses, plan and conduct experiments, make systematic observations and measurements, interpret and analyze data, draw conclusions, communicate the results).	B4. Examine and evaluate the solution and the solution process.	C4. Locate, summarize, analyze, critique and effectively use a variety of written and oral source materials, including academic discourse.	D4. Demonstrate critical thinking, investigative and reflective skills within the study of the arts and humanities.	E4. Demonstrate analytical, critical thinking and communications skills.
		C5. Incorporate material from appropriate sources, using proper citations in both written and oral presentations, conforming to accepted ethical standards in research		E5. Demonstrate an understanding of methods of inquiry employed by social and behavioral scientist



weave
ONLINE®

Captures an assessment and planning cycle in which you...

Write expected outcomes/objectives

Establish criteria for success

Assess performance against criteria

View assessment results

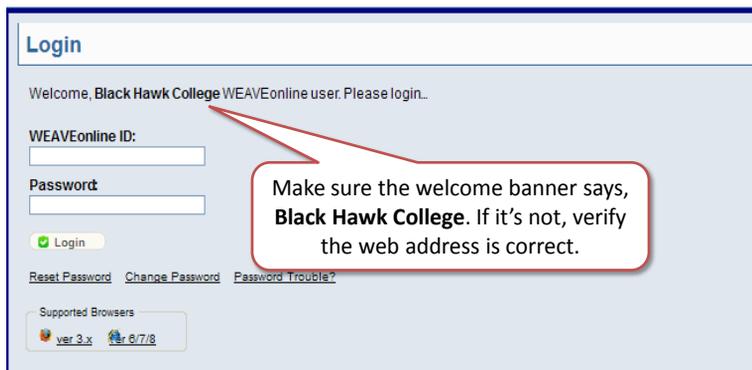
Effect improvements through actions

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Guide for Program Review 2013

Logging In

- a. Go to <http://www.bhc.edu/weaveonline>



Login

Welcome, **Black Hawk College** WEAVEonline user. Please login.

WEAVEonline ID:

Password

Login

[Reset Password](#) [Change Password](#) [Password Trouble?](#)

Supported Browsers
 ver 3.x ver 6/7/8

Make sure the welcome banner says, **Black Hawk College**. If it's not, verify the web address is correct.

Logging In

WEAVEonline
assessment management

Login

Welcome, **Black Hawk College** WEAVEonline user. Please log in to your account.

WEAVEonline ID:
doej

Password:
••••••

[Reset Password](#) [Change Password](#) [Password Trouble?](#)

Supported Browsers:

Your WEAVEonline ID will be the same as your BHC email address **before** the '@'. For example, if your email address is *doej@BHC.edu* your WEAVEonline ID will be doej.

If this is your first time logging in, your password will be **bhctemp**, all in lower-case letters with no spaces. You will be prompted to change the password immediately upon login in.

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Logging In

- c. If this is your first time logging in, you will be prompted to change your password. Click *OK*.

Welcome, Black Hawk College WEAVEonline user. Please log in to your account.

CHANGE YOUR PASSWORD NOW...

New Password:

Confirm New Password:

[Reset Password](#) [Change Password](#) [Password Trouble?](#)

Create a new password. *Remember:* your password is **case-sensitive**

Confirm your new password

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2. Select Cycle and Entity

a. Locate the *Select Cycle* and Entity Selection

Black Hawk College
Kathy Malcolm

Home Admin Tools Assessment Mapping Reports Logout

Cycle and Entity Selection:

2010-2011 (Current) AA_Training

Click on the blue arrow – you should be able to see your Department , the Program Review you are assigned to and any course you have requested and been granted access to.

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Logging In

c. If this is your first time logging in, you will be prompted to change your password. Click *OK*.

Welcome, Black Hawk College WEAVEonline user. P

CHANGE YOUR PASSWORD NOW...

New Password:

Confirm New Password:

Ok

[Reset Password](#) [Change Password](#) [Password Trouble?](#)

Create a new password.
Remember: your password is **case-sensitive**

Confirm your new password

January, 2012

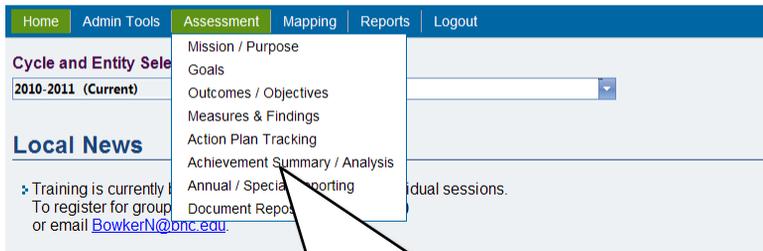
Quick Start Guide for Unit Planning

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Program Review

Black Hawk College
Kathy Malcolm



Second - Click on Assessment and then in the drop down box click on Achievement Summary/Analysis

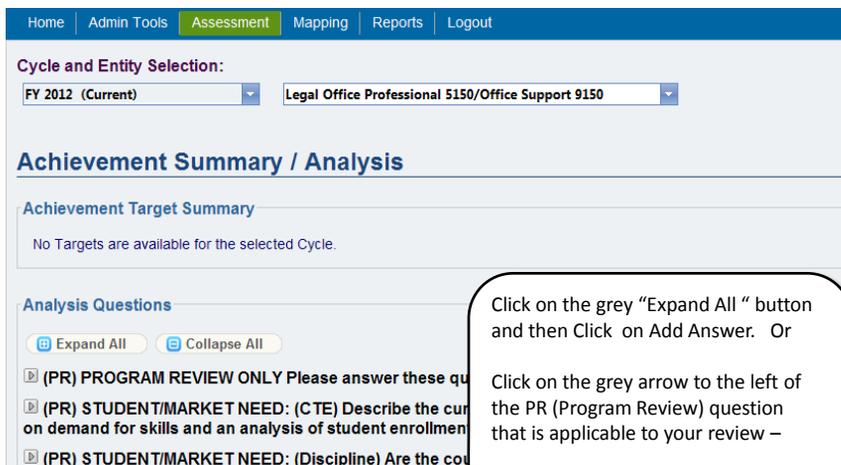
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Program Review



Click on the grey "Expand All " button and then Click on Add Answer. Or
Click on the grey arrow to the left of the PR (Program Review) question that is applicable to your review –
Click on Add Answer.

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Program Review

Achievement Summary / Analysis Question - Add Answer:
 (PR) STUDENT/MARKET NEED: (Discipline) Are the course offerings appropriate to meet the needs of students who will transfer and/or support general education requirements?

Please save work often. For security, WEA/Online times out 90 minutes after the last Save or Update.

Analysis Answer: * Current content uses 0 of 400,000 available characters (including HTML).

The data entry screen looks like this. Be sure to click the green SAVE when you are done entering data

Entry Status:
 Draft / In Progress / Final
 Save Cancel

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Upload A Document

Under the Assessment tab, click Document Management

Home	Admin Tools	Assessment	Mapping	Reports
Cycle and Entity Selection		Mission / Purpose Goals Outcomes / Objectives Measures & Findings Action Plan Tracking Achievement Summary / Analysis Annual / Special Reporting Document Management		
2011-2012 (Current)				

Check cycle and entity selection.

Note: The Document Management is a place to store a digital document you may want in your program



Upload A Document

b. Click *Upload Document*

Document Repository - Active Documents Upload Document

Click on the Document's name on the left below to view or edit details and connections.

Document Name	Upload Date	View	Delete
Learning for Life 2007-2008	1/6/2009		
ART 248 Course	1/7/2009		
SLR Math	1/9/2009		
Project 3	1/9/2009		
Math 228 Syllabi	1/9/2009		
Instructor Syllabi Math 228	1/9/2009		
Quick Start	1/16/2009		
NLEX report	1/16/2009		
letterhead	2/20/2009		

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Upload A Document

c. Click *Browse to Upload Document*. The Maximum file size is 20MB

Cycle and Entity Selection:
 FY 2012 (Current) Test Entity

Document Management - Upload a Document

Select Document: (Max file size: 20MB. Anything larger will result in an error)
 Browse 

File Name:

Document Name: * 150

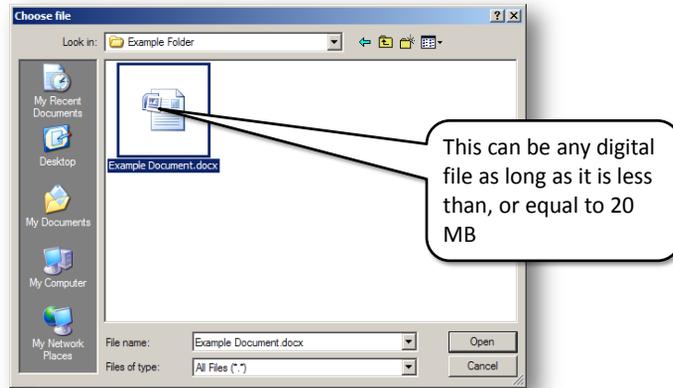
Description: 256

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Upload A Document

- d. Navigate to the file to be uploaded, and double-click on it



January, 2012

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Upload A Document

- e. Enter a name and a description for the document then click *Save & Continue*

Cycle and Entity Selection:
 2008-2009 (Current) Test Entity

Document Repository - Upload New

Select Document: (Max file size: 20MB. Anything larger will result in an error.)
 N:\Shipping & Receiving\SH COMPUTER DELIVERY SHEET.xls

Document Name: (Max length: 128 chr.)

Description: (Max length: 256 chr.)

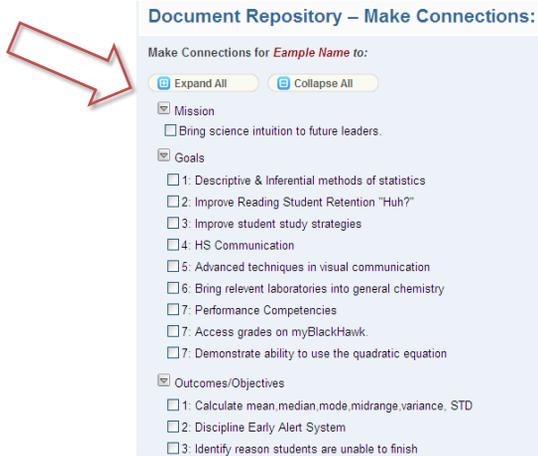
January, 2012

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Upload A Document

- f. Click *Expand all* to view all planning sections. Choose any elements that need to be associated with this document and click *Save*



Document Repository – Make Connections:

Make Connections for *Example Name* to:

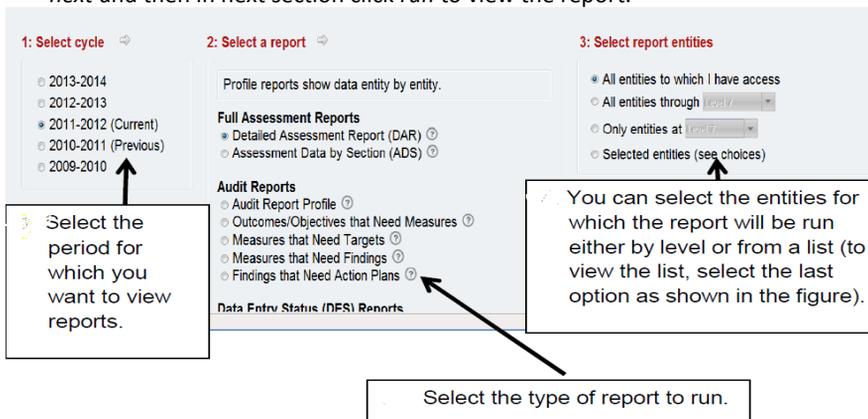
- Mission
 - Bring science intuition to future leaders.
- Goals
 - 1: Descriptive & Inferential methods of statistics
 - 2: Improve Reading Student Retention "Huh?"
 - 3: Improve student study strategies
 - 4: HS Communication
 - 5: Advanced techniques in visual communication
 - 6: Bring relevant laboratories into general chemistry
 - 7: Performance Competencies
 - 7: Access grades on myBlackHawk.
 - 7: Demonstrate ability to use the quadratic equation
- Outcomes/Objectives
 - 1: Calculate mean, median, mode, midrange, variance, STD
 - 2: Discipline Early Alert System
 - 3: Identify reason students are unable to finish

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WEAVEonline Reports

- Select *Reports* from navigation bar. Below is overview of report options. Click *next* and then in next section click *run* to view the report.



1: Select cycle

- 2013-2014
- 2012-2013
- 2011-2012 (Current)
- 2010-2011 (Previous)
- 2009-2010

2: Select a report

Profile reports show data entity by entity.

Full Assessment Reports

- Detailed Assessment Report (DAR)
- Assessment Data by Section (ADS)

Audit Reports

- Audit Report Profile
- Outcomes/Objectives that Need Measures
- Measures that Need Targets
- Measures that Need Findings
- Findings that Need Action Plans

Data Entry Status / DFSI Reports

3: Select report entities

- All entities to which I have access
- All entities through
- Only entities at
- Selected entities (see choices)

Callout Boxes:

- 1:** Select the period for which you want to view reports.
- 2:** Select the type of report to run.
- 3:** You can select the entities for which the report will be run either by level or from a list (to view the list, select the last option as shown in the figure).

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Logout

Home | Assessment | Reports | Logout

Cycle and Entity Selection:
 2009-2010 (Current) [dropdown] [dropdown]

Local News

Remember your new password and click on Logout to end your session.



Program Review

- This is meant to be a quick guide to Program Review documentation in WEAVEonline.
- For additional technical assistance navigating WEAVEonline please contact Kathy Malcolm x5039 or malcolmk@bhc.edu



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