



INTERIM REPORT FOR IMPROVING STUDENT LEARNING

**Cycle: 2004-2005
(Draft 8/15/05)**

Black Hawk College Mission:

**Black Hawk College provides the environment and resources
for individuals to become lifelong learners.**

Assessment at Black Hawk College:

**Assessment is the process of gathering and discussing information from multiple
and diverse sources in order to develop a deep understanding of what students know,
understand, and can do with their knowledge as a result of their educational experiences.**

The process culminates when assessment results are used to improve student learning.

			mastery of course objectives.	
	Instructors in English 091 and English 101 collect student performance data through the Writing Exit-Exam and process.	The AA/AS degree and related AAS degree and/or certificate outcomes for writing in Strand C: Apply Communication Skills Through the Study of Speech and Writing are being measured through the Writing Exit Exam process. ESL uses program portfolio process.	Writing Exit-Exam process. ESL uses program portfolio process.	

Academic Department: Communications and Fine Arts

Class/Course	General Education	Degree Program Outcomes	Direct Measures	Indirect Measures
Theatre 111 uses classroom assessment techniques.	Art 100 is evaluated with a Self-Assessment of Course Goals survey.	The Art Concentration area of the AA degree program has evaluated Art 100 with a Self-Assessment of Course Goals survey.	Projects, portfolios, performances and performance evaluations, exhibitions of work..	Classroom assessment techniques and other student surveys and self-assessments.
	A portfolio of Art 111 student work is reviewed by all art faculty at the end of the semester.	Faculty in the Speech Concentration area of the AA degree program are systematically identifying core program areas to assess.		

Academic Department: Math and Manufacturing Technologies

Class/Course	General Education	Degree Program Outcomes	Direct Measures	Indirect Measures
The department has collected grade distribution data for all of the mathematics courses for all three semesters (summer 04, fall 04, and spring 05).	Tracking for students leaving Math 112 and College Algebra is also being planned.	The department is working with MIS to track success in course information for students in Math 086. A success in next course report for students leaving Math 086 with a C or better is also requested.	Review of grade distribution figures; exit quizzes.	Classroom assessment techniques.
Many department faculty use classroom assessment techniques for regular monitoring of student understanding.		Subsequent tracking for students leaving Math 112, College Algebra is also being planned. Plans for tracking students in "gateway courses" of Math 090, 091, and 118 may also occur in future cycles.		
		Student learning outcomes for Math 080 were measured by an exit quiz during both the fall and spring semesters.		

Academic Department: Nursing, Allied Health, and HPE

Class/Course	General Education	Degree Program Outcomes	Direct Measures	Indirect Measures
Classroom assessment techniques		Most department faculty in nursing and allied health	Certifying exams as used by varying nursing	Observing nonverbal communication;

on their learning.				
Feedback from faculty on perception of impact of library instruction classes on research and information literacy.	Collaboration with College faculty on assessing student ability to demonstrate competency in information literacy skills as part of Strand C: Apply Communication Skills Through the Study of Speech and Writing will continue.	Collaboration with College faculty on assessing student ability to demonstrate competency in information literacy skills as part of Strand C: Apply Communication Skills Through the Study of Speech and Writing will continue.		Faculty feedback on perception of impact of library instruction classes on research and information literacy on course students.

Academic Department: Applied Science

Class/Course	General Education	Degree Program Outcomes	Direct Measures	Indirect Measures
CAT's are done in EQ 161, 262, 264, 154, and 168.			Pre-tests/post-tests, industry-level certifying exams at program completion in auto (Automotive Service Excellence or ASE exam), course exams.	Faculty and industry practicum site advisors are surveyed on students' progress in work-site experience; CAT's.
Auto requires all students to take a pre-test to measure entry-level skill knowledge in electrical, power train, engine, and/or hydraulics.		Auto requires all students to take a pre-test to measure entry-level skill knowledge in electrical, power train, engine, and/or hydraulics.		
Across all departmental programs, students are required to take		Across all departmental programs, students are		

software.				
Students in Business Education also create a portfolio which reflects their skill in performance and certification.			Portfolio.	

Academic Department: Adult Education

Class/Course	General Education	Degree Program Outcomes	Direct Measures	Indirect Measures
Through pre-test and post-test methods, the number of students who have demonstrated gains in reading and math in the ABE/GED discipline is tracked.		The number of students who have successfully completed GED testing is tracked.	Pre-tests and post-tests; oral interviews; certifying exams.	Focus groups; CAT's; Individual Educational and Employment Plans; student feedback and perceptions.
The number of students who have successfully completed individual tests of the GED test battery is tracked.		The number of students who have successfully completed credit courses and obtaining credits for high school graduation is tracked.		
		The number of students who have successfully completed and are certified as completing needed areas of the Vocation Skills exam (e.g., Word, Excel, Power Point, etc.)		

single document. The aggregated model is shared with other department members as applicable.		guiding feedback.	tests; demonstration scenarios.	feedback to students and faculty for the massage therapy program.
Customers/clients give feedback evaluations to students and faculty on satisfaction with massage therapy techniques.				Instructor and community surveys regarding continuous quality improvement for BCEC courses and programs. Advisory Board feedback.

Academic Department: Student Success Center

Class/Course	General Education	Degree Program Outcomes	Direct Measures	Indirect Measures
		PLATO collects data about the students that access the system. This includes demographic data, student purpose in using PLATO, student intent to enroll the next semester, and outcome data.	PLATO testing system and related reporting features.	
		The PLATO Management System tracked the following outcomes during 2004-2005: 334 students or potential students at the QC Campus were authorized passwords to access lessons on		

Changes Made as a Results of Student Learning Improvements: What changes in curriculum, methods of instruction, and/or academic activities based on the results of departmental assessments have occurred during this cycle?

Academic Department: Social, Behavioral, and Educational Studies—**Please note that more detailed information on results for this department is included in the appendix.**

Changes Made as a Result of Student Learning Improvements:

- Faculty revised individual classroom assignments.
- Faculty developed enhanced strategies to involve students in classroom learning activities.
- Faculty revamped divisions of course materials.
- Some faculty realigned the use of videos as an independent instead of all-class viewing activity.
- After review of course pass rates in relationship to ASSET/COMPASS scores, faculty in Psychology 101 and Sociology 101 concur that college-level scores in reading correlated with passing grades in these courses.
- Social and Behavioral Studies 100 was developed. Two sections were piloted in spring 2005. Student success of those taking this course will be tracked as students continue into Psychology 101 and Sociology 101.
- Conversations about the SBS 100 are facilitating further collaboration options between psychology and sociology faculty.
- A review of data from the FY05 pilot of OR 100- Orientation to College occurred. More full-time faculty are being recruited to teach the course. Faculty will evaluate course outcomes and prepare ongoing assessment processes for FY06.
- Using feedback from its advisory committee, the Law Enforcement AAS Program will increase the type of writing done in courses to reflect a higher-level of skills needed for completing work-based reports and documentation. Students also need higher mathematical calculation and computer knowledge to address requirements of homeland security.
- Feedback from students in Psychology 200 regarding proctored online unit tests confirmed the viability of this format. The online approach was adopted to meet the varied learning styles of students.
- As a result of the faculty member noting that student answers on POLS 251 final essay questions did not always demonstrate the depth and breadth of the course objectives, one instructor revised the final (post test) essay to directly incorporate points from each of the course outcomes. Students have appreciated the new approach.
- As a result of analyzing student feedback on the gap between the types of questions expected and what is given on tests and exams, a faculty member in Sociology 101 field tested a system that provides opportunities for the instructor to assist students in taking conceptual multiple choice examinations.
- In CD 204 and CD 214 a faculty member reports how using a portfolio assignments in the child development practicum course (i.e., program capstone experience) that focus on the Illinois Early Learning Standards is improving skills. Program graduates note that this

Academic Department: Humanities, Languages, and Journalism

Changes Made as a Result of Student Learning Improvements:

- As a result of the continual process improvement cycle on the English Exit Exam process, students were asked to respond to a published essay prompt rather than to a topic.
- This change was made in order to assess students' progress toward an additional Composition I objective.
- The College continues to support training in holistic scoring of essays to improve reader reliability and support accuracy in analysis of essays.
- One reading instructor adopted a new text for students in Reading 093 and 098 and reinforced vocabulary objective mastery by offering multi-mode instructional methods.

Academic Department: Communication and Fine Arts

Changes Made as a Result of Student Learning Improvements:

- Music 109 course identified weak program areas through departmental measurements and worked to strengthen student success. Faculty meet with students in Music 109 and Music 107 to help with areas of weakness.
- As a result of CAT survey in Thea 111, the instructor lectures less and becomes more of a facilitator or guide in the course.
- The entire speech program faculty meet on a regular basis to update curriculum, make changes, and discuss best practices. A specific result during this cycle is deciding upon and using common objectives in Spec 101.
- The art faculty use survey materials to identify weak program areas in general education courses (e.g., Art 100) and reinforce weak areas in future semesters.
- Art 111 students now have a final portfolio evaluation reviewed by all art faculty.

Academic Department: Computer Information Technology

Changes Made as a Result of Student Learning Improvements:

- Some of the CS 100 faculty are now allowing students the option to test out of sections of the course based upon what was learned by pre-assessing students.
- An example of this preliminary testing would be if the student pre-tests on the Word section of the class at an 80% competency level, the student would not have to attend class or do regular assignments for that unit. The student would instead do a more challenging project in Word.
- As a result of this change, student satisfaction and classroom management for the instructor are high, as students can be engaged in learning activities appropriate to the background and prior learning they bring to the course.

Academic Department: Learning Resource Center

Changes Made as a Result of Student Learning Improvements:

- The availability of Searchpath, an online library tutorial, contributed to fewer in-classroom instruction sessions.
- The need to assess students' skills after completion of the online tutorial is warranted.
- The library is developing a variety of techniques to further assist students: online test/skill measurement bank of questions, Jeopardy-style games, and a remote response system..

Academic Department: Applied Science

Changes Made as a Result of Student Learning Improvements:

- As a result of analyzing the outcomes of the ASE exams, the program faculty are putting more emphasis on diagnostic skills for students in auto.
- Auto program faculty are seeing an increase in students' diagnostic skills.
- Faculty are restructuring labs to align with ASE task lists and to move this structure into the other eight areas of the ASE certifying exam objectives.
- Auto faculty hope to see an ongoing increase in students' successfully meeting or exceeding ASE exam competency levels in all skill areas.

Academic Department: Liberal Arts and Sciences

Changes Made as a Result of Student Learning Improvements:

- Biology assesses student skill recall by using weekly follow-up exams.
- Business Education (BE) student portfolios are critiqued by community employers, with follow-up comments given to students so that specific skills can be improved.
- Simulation software is being used to assess BE students' effective use of Microsoft XP's basic, core, and expert features.
- Office Proficiency Assessment Certification software is used to assess BE student knowledge in fund-tracking, proof-reading, record filing, data-entry accuracy and speed, and letter formatting. Students and faculty collaborate on improving any deficiencies noted in simulation sessions.
- Statistical item analysis of test questions in history allows for the diagnosing and improvement of test questions to support student learning.
- Course/instructor evaluations in all classes are done every semester to gather student feedback.
- "Instant Response" cards are given to students to offer feedback to history instructor throughout the semester.
- Graded discussions are done in history so that the instructor can assess student comprehension and critical thinking skills on course readings and lecture material.
- Review sessions are done in history so that the instructor can monitor any gaps in student learning prior to exams.
- An error analysis sheet for multiple-choice questions in history are given to students to help

Academic Department: Student Success Center

Changes Made as a Result of Student Learning Improvements:

- As a result of student concern regarding math tutoring services, a plan was developed to create a Math Tutoring and PLATO Lab in Building 3.
- This plan will bring services in proximity to where math classes are held.
- A tutor who has competency with higher-level BHC math courses is sought.

Impact of Assessment on Departmental Planning and Budgeting: What has been the impact of assessment on departmental planning and budgeting processes during this planning cycle?

Academic Department: Social, Behavioral, and Educational Studies

Impact of Assessment on Planning	Impact of Assessment on Budgeting
Fire Service and Child Development have used advisory comments to reshape approaches to program curricula.	Requested program changes and/or updates are aligned to comments made by advisory boards and linked to departmental planning efforts.
Assessment activities have spurred greater discussion and collaboration among departmental faculty, representing several academic disciplines. Collaboration is spreading across the District (e.g., development of AAT) on special areas of development.	Collaboration among faculty groups allows for better use of departmental human and fiscal resources.
The department is developing interdisciplinary courses and programs.	Several new program areas are emerging from internal and external collaboration on offering the AAT degree. These future developments will serve students, meet marketplace demand, and expand offerings/enrollment opportunities at BHC.

Academic Department: Business Management and Marketing

Impact of Assessment on Planning	Impact of Assessment on Budgeting
The department requested through the instructional equipment funding process additional instructional technology improvements to several key classrooms.	One accounting lab received an instructional technology upgrade; however, several other rooms requested for updates were not funded in the FY05 cycle.

Academic Department: Computer Information Technology

Impact of Assessment on Planning	Impact of Assessment on Budgeting
The Office Careers' faculty noted the necessity for students to be trained in Outlook and notebook computers, and the need to improve skills in editing and proofreading. These skill areas will be integrated into several courses in the Business Education program. Although department funds did not allow for the purchase, a request for this was made through the yearly academic instructional equipment process.	Funding was approved for the purchase of notebook computers for use in the Business Education program. This resource will also be shared with faculty in the BE area at East Campus.

Academic Department: Math and Manufacturing Technologies—Please see report appendix for additional information provided by this department.

Impact of Assessment on Planning	Impact of Assessment on Budgeting
The progress made in course-level assessment from previous years has continued, and in some cases, improved.	The department is using planning time to keep advancing levels of assessment to program and general education levels.
More part-time faculty are now using the classroom syllabus guidelines and making them more learner-centered.	The department is systematically including part-time faculty in its assessment planning activities.
Departmental faculty are using more technology driven interfaces in support of student learning.	Departmental faculty are adopting use of MyMathLab. It is improving student learning while maintaining a cost-effective approach.
Departmental efforts to create a systematic learning plan are progressing well. Emphasis will be placed on strengthening general education and math "clusters" data, tracking, and reporting.	Planning will help department and College anticipate needed costs to support prioritized student learning efforts.
The department, along with other academic departmental stakeholders, is evaluating the impact of the use of COMPASS. The impact of the new entry-level product and new cut-off scores for entry into developmental and academic-level courses is being examined.	Time for faculty, department chairs, deans, and student service staff will be needed in this evaluation period.

Academic Department: Liberal Arts and Sciences

Impact of Assessment on Planning	Impact of Assessment on Budgeting
Department discussions are focusing more on how to align planning goals to needed resources.	The Department is still focusing on the impact of planning goals to budget.
The LAS Department has refined the original Unit Plan to incorporate new insights as applied to the District planning process.	The alignment of planning to the budget should increase in 2005-2006.

Academic Department: Adult Education

Impact of Assessment on Planning	Impact of Assessment on Budgeting
The department has identified the planning objective to use the PLATO software system.	The College has supported this objective with providing institutional dollars to purchase the software and do yearly licensing updates for the product.
The need to upgrade computer hardware and software (i.e., XP upgrade) in the Adult Education sector was identified.	The College has supported this objective with providing institutional dollars to upgrade the computer hardware and software.
Students in Vocational Skills, GED, and High School Completion were better served by supporting this need.	

Academic Department: Business and Community
Education Center

Impact of Assessment on Planning	Impact of Assessment on Budgeting
An environmental scan was completed through advisory board inputs and other sources.	Opportunities to add new programs or services through BCEC will be examined.

Academic Department: Student Success Center

Impact of Assessment on Planning	Impact of Assessment on Budgeting
Students' feedback from evaluations on their experience with tutoring services indicated a need for additional math tutoring.	A new position—a Math Specialist—is included in the Student Success Center departmental budget for FY 2006.

Academic Department: Business Management and
Marketing

Processes Used in Department	Verification of Students Mastering Stated Program Learning Objectives Prior to Program Completion
Career programs are seeking methods of assessment that demonstrate mastery of program learning objectives.	Career programs are investigating simulation programs that would assess student skills, particularly in proposed capstone course setting.
Economics faculty are using General Education grid outcomes for Social Sciences to evaluate student learning. Pre-test and post-test questions align with grid outcome statements.	Program faculty are investigating software that will support Accounting Specialist, Marketing/Management, and Financial Management objectives.
Accounting transfer courses are not part of the general education outcomes segment but faculty in these courses will focus on other measures to assess student learning.	Accounting transfer courses are not part of the general education outcomes segment but faculty in these courses will focus on other measures to assess student learning

Academic Department: Computer Information Technology

Processes Used in Department	Verification of Students Mastering Stated Program Learning Objectives Prior to Program Completion
This year the department faculty have completed the departmental student learning plan.	Steps are in place to complete program evaluations yearly to measure student mastery of stated program learning objectives.
Two of the department's disciplines have used newly developed rubrics to assess program/discipline outcomes.	Students will be assessed during capstone course to determine their mastery of stated program outcomes.
The CIP faculty assessed program outcomes by using a rubric to evaluate major program outcomes.	Two teams of students wrote major programs for real-life clients and presented these programs to faculty and staff. CIP faculty completed their assessment by interviewing clients for whom these programs were written.
The Office Careers faculty used the rubric to assess portfolios developed by Office Careers and Health Information Management students during their last semester internship course.	Student portfolios were evaluated by program faculty. A discussion by faculty followed that determined any necessary course or program changes that were needed as a result of assessing student outcomes.
Computer Science Faculty developed and used a self-assessment instrument for CS 100 students.	This survey served as a pre-test and post-test proficiency in 15 major course outcomes.

Academic Department: Natural Science and Engineering

Processes Used in Department	Verification of Students Mastering Stated Program Learning Objectives Prior to Program Completion
Pre-course and post-course exams are used in the biological sciences.	Post-course performance exams show significant increases from entry-level student skills. The following is a breakdown of results: Biol. 101 (Human Biology, 3 sections) + 60% Biol. 105 (General Biology I, 3 sections) +120% Biol. 120 (Nutrition, 2 sections) + 22% Biol. 145 (A & P I, 1 section) + 130% Biol. 261 (Microbiology, 1 section) –significant increase is noted.
Pre-course and post-course exams were piloted this spring in the physical sciences. The outcomes of the testing will be available after the August 16, 2005 discipline discussion.	N/A

Academic Department: Learning Resource Center

Processes Used in Department	Verification of Students Mastering Stated Program Learning Objectives Prior to Program Completion
The library relies upon faculty assessment of student research results to identify strengths and weaknesses in current processes.	Faculty feedback helps identify if students were using appropriate sources, using appropriate documentation, and applying resources as directed to meet assignment requirements.

Academic Department: Adult Education

Processes Used in Department	Verification of Students Mastering Stated Program Learning Objectives Prior to Program Completion
Every Adult Education student completes an Individual Education and Employment Plan (IEEP) form during the enrollment process.	Students confer with their instructors to establish a primary and sometimes a secondary goal. The student and key instructors monitor the progress of the IEEP during the student's time in the program all the way through to completion.
In all department disciplines (ABE/GED, ESL, Vocational Skills, and Optional Education), pre-tests and post-tests are done using the Test of Adult Basic Education, Celsa, and Best/Best Plus tests.	These exams are administered at the times specified by funding agencies to track student attainment of goals.
Each individual department discipline uses unique CAT's and monitoring devices to assess current skills/needs of students.	CAT's allow immediate communication and monitoring of progress between students and faculty member.
ESL instructors use daily homework, assignments, exams individual projects, observations of student participation in paired learning activities in speaking and writing components.	The ongoing instructional assignments and projects allow immediate communication and feedback on progress between students and faculty members.
Vocational Skills students complete a series of job concept reviews in applications such as Word, Excel, and Access.	Students must redo applications and explain mistakes to meet instructor satisfaction. Chapter tests are discussed with each student and retest for skill-building purposes is allowed.
Optional Education one assessment tool involves having students develop their own chapter or unit test after the completion of an instructional unit.	This assessment process has proven to be an effective assessment technique of student outcomes which includes employment changes, achievement of personal goals, and degree of social achievements.

Insights on Student Performance by Discipline and/or Program: Briefly describe overall how students within department's disciplines and/or programs have performed. Please provide any applicable data.

Academic Department: Social, Behavioral, and Education Studies—Please note that detailed departmental information on the assessment methods, including results and discussion for the items listed below, are included in the report appendix.

Student Performance	Note Program or Discipline	Applicable Data
With an alpha of .05, a statistically significant difference was observed between the pre-test and post-test measures [$F(1,626)=18.61$, p is less than .00]. The difference suggests that knowledge, reflecting the course objectives was gained from the course itself. As a repeated measures design is implemented each semester, ongoing statistical analysis will be completed—investigating not only possible covariates but also intervening variables that may threaten the validity of the assessment tool.	Psychology 101.	Multi-section course-level assessment steps.
With an alpha level of .05, a statistically significant difference was seen between the pre-test and post-test assessment, [$F(1,215)=41.149$, p is less than .00]. This result suggests that course material was mastered at a level high enough to be able to increase the outcomes assessment score. In future administrations, the design will be better standardized to minimize the possible interference from possible covariates.	Psychology 200.	Multi-section course-level assessment steps.
With an alpha level of .05, the effect of classroom intervention was statistically significant across 15 variables. Each variable was	SBS 100	Multi-section course-level assessment steps.

Academic Department: Computer Information Technology

Student Performance	Note Program or Discipline	Applicable Data
CIP students were able to develop programs that met the needs of clients.	CIP	Feedback from industry clients on quality of student-written programs.
Office Careers students continue to receive high ratings from employers and are highly sought out for employment after graduation for permanent positions.	Office Careers	Employer feedback.
Health Information Management students continue to receive high ratings from employers and are highly sought out for employment after graduation for permanent positions.	Health Information Management	Employer feedback.
Computer Science students showed good growth in their self-assessments. At the end of the semester nearly all reported their skills at level 4 or 5 on a 1-5 scale.	Computer Sciences	Feedback from student self-assessment.

Academic Department: Business and Community
Education Center

Student Performance	Note Program or Discipline	Applicable Data
Students meet expected performance levels.	All BCEC programs.	Testing outcomes.
Paraprofessionals pass the ACT certification test at a rate of 92% or higher.	Paraprofessional.	Outcomes of ACT certifying exam.
Society for Human Resource Manager classes over the past two years show an 80% pass rate success on certification exams.	Human Resource Manager.	Outcomes of certifying exam.
BCEC responds to mandatory training grant needs under IEPA to help certify Illinois water operators.	Water operator.	Completion of mandatory training hours.

Academic Department: Student Success Center

Student Performance	Note Program or Discipline	Applicable Data
Please see information in appendix which summarizes grades earned by students using tutoring services.	Tutoring	Tracking numbers and final grade outcomes for tutoring participants.

SECTION III SPECIAL AREAS AND/OR COMMENTS

Listed below are some other features of the report that are of special note:

- **English Exit Exam Process at QC--**This information is now embedded in the report information for the Humanities, Languages, and Journalism Department. The departmental report also contains feedback on reading assessments.
- **English Exit Exam Process at EC**—This information is now embedded in the report information for the Liberal Arts and Science Department.
- **General Education Review Team Comments**—This team is having its first meeting during Orientation Week. Feedback from this group will be incorporated in the final report for cycle 2004-2005.
- **Appendix**—Many academic departments attached additional information in response to the five guiding questions in the departmental feedback report. Applicable charts and data are included as an appendix to this document. More data may also be incorporated into the final report.