



Learning for Life!

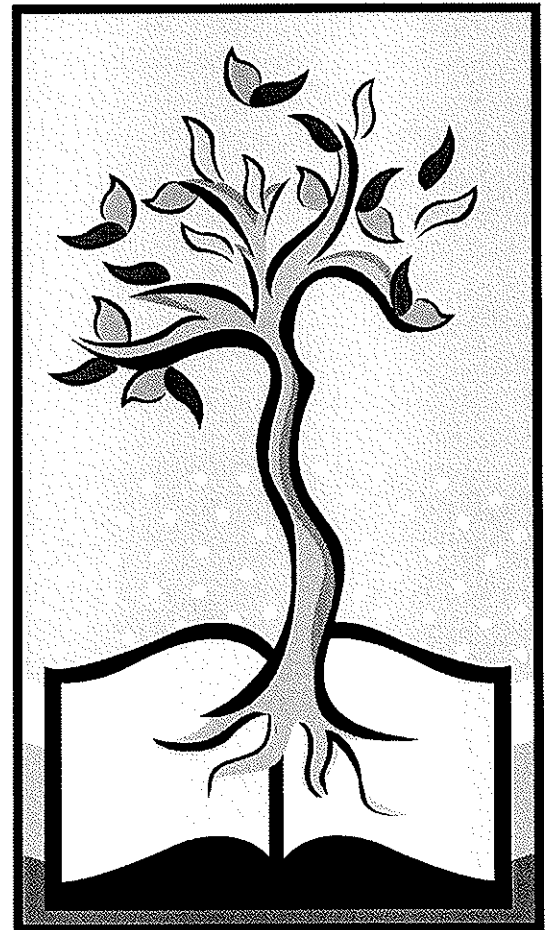
Student Learning Executive Summary

Cycle: 2007-2008

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.



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BLACK HAWK COLLEGE STUDENT LEARNING EXECUTIVE SUMMARY FOR CYCLE: 2007-2008

Black Hawk College Mission and the Assessment Process:

Black Hawk College provides the environment and resources for individuals to become lifelong learners. The College is also committed to assessing student learning. Some assessments will show gains in student learning and some will not. All are valuable. Additionally, the Agreement between Board of Trustees Black Hawk College Community College District No. 503 and Black Hawk College of Teachers Union Illinois Federation of Teachers, Local 1836, AFL-CIO (August 2005-July 2010) notes in Part II, Article III, Section 3.4, page 2-6 that "the Union and College support a process that will encourage faculty participation in student learning assessment. The sole purpose of this process is to focus on improving student learning and enhancing learning experiences for students."

Guiding Questions and Process Steps:

Instructional department faculty and other academic support units as facilitated by department chairs, the Student Learning Coordinator, deans, and supervisors annually answer five questions. These groups may also provide information that reflects other student learning activities that are unique to their departments or units. The executive summary gives an overview of responses to these five guiding questions. Full detail is available within the departmental summaries. Feedback from the General Education Review Team will be included in the final Cycle 2007-2008 report when that team completes its work early in the fall 2008 semester. New for this cycle is an institutional report of student learning indicators from the office of Institutional Effectiveness and provided as a separate report.

Summary of Responses:

Question One: What data has your department collected during this cycle that assists the College in the assessment of classroom, course, general education, and/or degree program outcomes through direct and indirect measures?

1. The faculty in the English, Humanities, and Journalism Department have collected data for English 081, English 091, English 101, English 102, Reading 093, Reading 098, and all ESL classes through various means. Some of the

- ways include pre- and post-tests, student surveys, student portfolios, and year-to-year comparisons of student performance on objective tests.
2. The ESL Program continues to use student portfolios to assess progress and to track needed program-level changes.
 3. In the Liberal Arts and Science Department a speech faculty member uses a skeleton standard outline format to determine abilities of students to organize information by creating an outline prior to building a speech. Additionally, a group participation project is used to determine how students synthesize information and present it to the class.
 4. Speech faculty in Communications and Fine Arts collect data to assess discipline core objectives and to show successes and areas of improvement. Emphasis in Speech 101 this cycle was on proper use of citations and credible sources.
 5. Art faculty in Communication and Fine Arts use a portfolio process for students in ART 101 (2-D Design). The desired outcome is to see a rise in students attaining required objectives and/or having a rise in the numerical tracking number.
 6. The Art faculty in the Liberal Arts and Science Department uses a pre-test and post-test process to assess potential growth of students knowledge of culture and art from initial knowledge of the subject.
 7. The Music faculty in Communication and Fine Arts use indirect, student self assessments in concert choir to assess personal performance of choral music. Students reflect on initial sight reading, mid-semester, and final performance efforts. Instructors use this feedback to approach rehearsal and performance strategies.
 8. The Theatre faculty in Communications and Fine Arts uses comparative rubrics, critique writing, and journal writing and compilation.
 9. Course level analysis is done in the following Business Education and Computer Science classes: BE 299—objective: speed and accuracy—beginning speed word-per-minute (WPM) and ending speed WPM timings; BE 141—online objective: computerized keyboarding: beginning speed WPM compared with ending WPM; BE 141—classroom objective: computerized keyboarding: beginning speed WPM compared with ending WPM; BE 110—data entry beginning 10-key stroke compared with ending score; and CS 090—objective: evaluation of skills: student evaluation of pre-skills (start of semester) compared with post-skills (end of semester).
 10. The Social, Behavioral, and Educational Studies (SBES) department uses the following methods to gather data: daily assessment questionnaires; analyses of assignments, quizzes, and examinations; course portfolios; post-unit examination assessments; classroom assessment techniques; pre-and post-tests—objective driven. Results of these approaches are noted in the departmental report.
 11. Other programs in the SBES department have additional assessment approaches: Child Development AAS—capstone portfolio and advisory feedback; Child Development: Teacher Aide Certificate—pre-and post-testing of course objectives in CD 102; Fire Service Officer AAS—uses final exam

approved by State Fire Marshall to verify student achievement and advisory feedback; Law Enforcement—departmental feedback on unifying course prefixes; AAT degree is newly developed and has specified program outcomes. Results of these approaches are noted in the departmental report.

12. The Natural Science and Engineering department uses pre- and post-tests to assess course objectives aligned to Strand A general education outcomes.
13. Programs in nursing and allied health benchmark outcomes through feedback of student attainment on third-party assessment or certifying exams. Associate Degree Nursing also reviews program outcomes through requirements of the National League of Nursing systematic planning process steps.
14. A faculty in MATH 131 assessed students' ability to construct and interpret linear modes with emphasis on business and economic applications. Another outcome assessed was applying matrix algebra concepts to solve a system of equations with the assistance of a graphing calculator. Additionally, students were assessed on setting up a linear programming problem and performing the simplex method to obtain a solution for it. Students were also assessed on computing, as needed, the future value, present value, periodic payment, nominal rate, or length of term for an elementary financial plan.
15. Faculty in the business discipline use classroom assessment techniques, pre-tests and post-tests, matrices, student surveys, post-exam surveys, and input from advisory councils. These measures assisted in assessing the course/class, program, and general education outcomes.
16. The Massage Therapy and Body Works program uses feedback from student evaluations and classroom assessment techniques to monitor student learning and understanding at regular intervals. Self assessments and client assessments are also used in the program. Cognitive assessments are done with standardized tests and quizzes over program lecture and reading assignments. Students may elect to sit for the National Board for Therapeutic Massage and Bodywork. Applied skills are evaluated in the clinical setting.
17. For the Agriculture Business and Production AAS degrees, the faculty evaluate the following goals: understand the general economics of agriculture and the processes of marketing agricultural commodities; describe and apply basic biological information and theories related to fundamental agricultural sciences (animal science, soil science, plant science); operate basic computer software commonly used within the agricultural business and production industry; demonstrate the ability to effectively communicate verbally and through written documents, such as employment interview process; for those bound for employment in the agricultural industry: obtain a job and perform effectively.
18. The Automotive program uses a pre-and post-test process to review acquisition of key skills.
19. The college continues to use PLATO, a web-based tutorial software program, as an educational resource for students to enhance their skills and knowledge in a number of academic subjects. It is most heavily used in the adult education and GED programs to assist with basic skill development. It has

become an integrated part of the nursing program curriculum and is used for the students to improve areas of weakness identified in the state nursing exams.

Question Two: What changes in curriculum, methods of instruction, and/or academic activities based on the results of departmental assessments have occurred during this cycle?

1. The English, Humanities, and Journalism departmental report contains the detailed reading report and notations about the changes made by the reading faculty members. In brief, the reading faculty set ambitious goals for retention and for achievement and adopted successful strategies to meet those goals. The primary change made by the English faculty members was to provide English 101 students with the option of writing their exit essays on the computer, an option most students accepted. The English faculty substantially revised the English 102 Assessment, incorporating questions to assess mastery of standard American English conventions, basic principles of logic, and documentation. The results are incorporated in the detailed departmental report.
2. The English faculty in the Liberal Arts and Science department use the English Exit Exam process after ENG 091 and ENG 101 each semester. In fall 2007, there was a 95.2% pass rate for students in ENG 091 and a 88.5% pass rate for students in ENG 101. In spring 2008, there was an 88% pass rate for students in ENG 091 and an 82% pass rate for students in ENG 101.
3. The studies in the speech discipline done in Communication and Fine Arts did not result in a change during 2007-2008. Initial analysis of findings did not show extreme issues. Faculty also want to continue gathering more data for analysis before making potentially large changes.
4. An art faculty member in the Liberal Arts and Science Department is planning to devise an exercise to increase sensitivity of students to Asian cultures.
5. As a result of outcomes from this cycle's data, the art faculty in Communications and Fine Arts plan to implement emphasis on color and variety in AY09.
6. The theatre faculty in Communication and Fine Arts will use assessment feedback to modify instructional delivery approaches.
7. Faculty in SBES plan to modify delivery strategies, content sequences, preparations for written assignments, applications of the clicker system, generic syllabi; and refinement of assessment tools.
8. Faculty in nursing and allied health programs use feedback given from employers, advisory groups, and also state and national certifying boards to make needed changes in program delivery. These programs may also be mandated to keep minimum certifying exam levels to keep licensure by state

- or national regulatory agencies. The use of pre-and post-tests aligned to certifying exams and establishing remediation planning for students showing minimal (C) level work also assist in retaining students and seeing them meet and/or exceed required certifying board exam levels.
9. The faculty in MATH 131 used assessment results to examine instructional delivery approaches and will make changes as needed to support student growth on objectives.
 10. The faculty in business continually monitor and adjust instructional approaches. Text books are changed due to student feedback. Some course delivery approaches were eliminated in 2007-2008 (e.g., two Study Unlimited Business Law classes in favor of online delivery of the course. Expansion of online offerings in the business areas occurred, in support of request of advisory board for more alternative delivery options.
 11. The Massage and Bodywork program relocated to the QC Campus, making access to services more readily available to students. The program is implementing new massage-related DVD's for purpose of introducing various modalities.
 12. Results of test-imbedded assessment exams, oral presentations about internships, and surveys by faculty to adjust program delivery to meet the needs of students and employers.
 13. The Counseling unit is working on the development of a Peer Mentoring model for SSS students designed provide additional support. A structured first year experience for incoming freshmen will be implemented in the Fall 2008 semester to assist with retention and engagement. The Early Alert system that goes live in the fall semester will provide additional early progress alerts to assist with early intervention efforts. A process through which the Financial Aid office will notify SSS staff of participants who are close to, or being placed on probation and/or dismissal so that early intervention can be implemented.

Question Three: What has been the impact of assessment on departmental planning and budgeting processes during this planning cycle?

1. Faculty in English, reading and foreign languages are frustrated by the lack of standard presentation technology in most of the classrooms to which the Department has access. Because these disciplines are not eligible for Perkins funds, the requests for classroom technology upgrades through that source go unmet. Funds which were provided by the Black Hawk College Foundation for the upgrade of 1-401 have not yet been put to that use. Planning on other student learning improvements will wait until budget allows the infusion of technology in departmental classrooms.
2. The unexpected death of a key faculty member in the counseling area impacted the program. Many other staff and faculty across the College came forward to assist to fill this very large gap. While there was less time

to write grants for the support needs of the ESL Program, the College was able to assist—through several funding streams—with some options to upgrade the ESL tutoring lab (i.e., new physical space, additional computers, and related furniture).

3. The number of SBS 100 sections required may have some budgetary impact in the future. The SBES assistant to the chair has assumed some responsibilities with respect to expanding outcome assessment activities with some adjunct. Other modifications to delivery strategies content sequence, generic syllabi, and assessment instruments may take more time by departmental team.
4. Nursing and allied health programs need to make sure that curriculum and instructional delivery methods meet the requirements of employers and state/national regulatory or certifying agencies. Support from the College, BHC Foundation, and other special grants (e.g., Perkins, IBHE) have allowed for upgrades in teaching laboratories and technological simulators (Sim-Man and Sim-Family members). Support to bring in needed program faculty (both full and part-time) has been given. Expanding BHC partnerships with area hospitals is allowing stability in staffing and flexibility in delivery of clinical that support student learning.
5. Budgetary issues at the College impacted the opportunity to replace a full-time position in business. Lack of sufficient personnel may impact ability of discipline to offer more online classes.
6. Through support of Perkins funds and other College funds, the program received 6 new massage tables. In spring 2009, the program will move into a permanent space in 3-102.
7. Additional funds are being budgeted for supplemental instruction, text book loan and individual tutoring services for the 08-09 academic year. It had become priority, based on the new report from the Pell Institute, to focus on new incoming students and engage them in the academic support services offered through the Student Support Services program. The study indicated that the earlier and longer students are receiving support services, the higher their completion and transfer rates will be.

Question Four: Briefly describe the processes your department has used during this cycle to ensure that students demonstrate mastery of stated program learning objectives prior to program completion.

1. The English, Humanities, and Journalism department faculty actively participated in the revision of the general education “grid.” The group will be examining course syllabi to ensure that the objectives in humanities and in communication are being addressed in the relevant courses.
2. Faculty supported students in completing portfolios. Thirteen students completed this process during 2007-2008.

3. Faculty in the speech discipline in Communication and Fine Arts department use a rubric especially designed for individual assignments and projects in order to monitor student success.
4. Faculty use a variety of measures in computer and business education area: timings and tests; final projects; pre- and post-tests; student self-evaluations; final Power Point presentation; portfolio with artifacts; employer evaluation of student job performance; and tests.
5. The Social, Behavioral, and Educational Studies (SBES) department uses the following methods to gather data: daily assessment questionnaires; analyses of assignments, quizzes, and examinations; course portfolios; post-unit examination assessments; classroom assessment techniques; pre-and post-tests—objective driven.
6. Three out of eight full-time faculty in the Biology section of the Department of Natural Sciences and Engineering reported assessment data for their courses taught during the spring and fall semesters of 2007. The administration of pre-course and post-course exams, using the same questions, was the assessment technique employed in all cases. Generally, the questions were those of major significance and addressed the main learning objectives in each course. Post-course performance on these tests showed significant increases.
7. The business program regularly uses feedback from advisory councils to make necessary changes in curriculum and delivery methods. Also used is a grid showing program learning objectives. Feedback from transfer success rates show business program completers doing well at four-year institutions.
8. Results of test-imbedded assessment exams, oral presentations about internships, and surveys by faculty to adjust program delivery to meet the needs of students and employers. Analysis of assessment exams showed that parts of the exam were very effective in measuring program goals. The results of oral presentations were that students in the program were excelling in software operation and have good knowledge in topics of interest. The surveys showed that students felt that they were prepared to enter employment in the agriculture industry. More than 30% of the respondents considered transferring to pursue a Bachelor's degree. Full detail and discussion of outcomes are noted in the departmental report.
9. Data collected on students who used tutoring services includes demographic data, student's purpose for using the service, number and time spent in tutoring sessions, course grade of student for the subject being tutored in. Students who receive tutoring services are asked to complete a survey that included 5 key elements, using a scale of 1-4, with 4 being the highest. A copy of the results from the Spring 2008 survey and the breakdown of grades received by course tutored are available at the department level.
10. The TRIO Student Support Services program is also a component of the SSC, serving 225 qualified students from low-income, first generation, or disability status. Enhanced services including academic advising, transfer

assistance, workshops, cultural events, equipment loan and individual tutoring are offered to these students to assist in retention and graduation efforts. Students are asked to complete satisfaction surveys each semester. The results of the Spring 2007 semester are attached. Data collected on these students includes demographic information, persistence rates, graduation and transfer rates, academic standing, GPA, and services received. This information is reported annually to the DOE.

11. Graduation/transfer rates of Student Support Services participants are tracked within three years of program entry.

Question Five: Briefly describe overall how students within department's disciplines and/or programs have performed. Please provide any applicable data.

1. Students in developmental English classes and in English 101 earning grades of "C" or better have demonstrated mastery of most of the course objectives in these courses through our exit paragraphs (Eng 081 and 091) and exit essays (Eng 101). The Humanities, Languages, and Journalism departmental report shows that there were significant numbers of students in English 102 who may not have mastered the conventions of edited American English. Or it is possible that the evaluation instrument is flawed. The English faculty are re-examining the instrument.
2. All reading students earning grades of "C" or better have met the new (Fall 05) higher scores on the DRP reading exit, indicating their significant improvement in reading levels. These end-of-semester evaluations indicate significant achievements within courses. In addition to these objective measures, many faculty colleagues relate contacts from former students who have taken the time to express appreciation for insights and achievements years later. These are true indicators of life-long learning.
3. Students completing academic portfolios in ESL noted an increased ability to apply study skills and time management principles. Areas to improve according to students was to monitor the amount of homework given and to increase opportunities for ESL and American students to interact
4. Data on the outcome of student success in the speech discipline in Communication and Fine Arts can be found in the detail departmental report. Faculty are committed to monitoring outcomes and making needed changes in instructional approaches to support student success.
5. Vocal music director constantly assesses student outcomes in class and rehearsal venues. Approaches that will move students outside their comfort zone and stretch them beyond known capabilities is the goal of the music instructors.
6. Students in theatre classes showed a progression from 78% to 84% in competence. The faculty member has introduced more kinesthetic delivery approaches and polished expression of topics and theatre terminology by

- emphasizing more basic writing techniques. The departmental report contains specifics on assignment and rubric analyses.
7. The results of assessment activities in the SBES department are noted in appendix of departmental report. Career and technical programs in the department apply feedback from advisory groups to improve program outcomes. The Fire Service Officer program students take a final which meets outcomes prescribed at the state level and show 100% pass rate on this state-approved exam.
 8. In 2007-2008, the post-course performance in the general education physical sciences showed the following increases in mastery of course objectives: A-1—showed a 5% increase; A-2 showed a 16% increase; A-3 showed a 5% increase; and A-4 showed a 12% increase (data source: five physical science classes). The specific course-by-course information is available at the department level.
 9. In 2007-2008, the post-course performance in the general education biological sciences showed the following results: BIOL 100 (Introduction to Biology) increased 39%; BIOL 101 (Human Biology-one section) increased 22%; BIOL 105 (General Biology-two sections) increased 35% and 38.4% respectively; and BIOL 120 (Nutrition-three sections) increased 22.5%, 24.6%, and 15% respectively (this included paired t-test analysis which substantiated a very high degree of significance in improvement).
 10. The Physical Therapy Assistant (PTA) program matriculated 82% of its students in 2007. Sixty-three percent of the students in PTA passed on the first attempt on the licensure exam with an overall passing rate of 78.5% and 100% of the students are employed in their field of study.
 11. A pass rate of 75% is required by the state of Illinois for students in the Licensed Practical Nurse program. The BHC pass rate in 2007 for first-time testers was 89%. The national pass rate for licensed practical nurses is 84%.
 12. The pass rate for students in the Certified Nurse Assistant program was 100%.
 13. A faculty in MATH 131 assessed students' ability to construct and interpret linear modes with emphasis on business and economic applications. Seventy-four percent of the groups did the project correctly. Another outcome assessed was applying matrix algebra concepts to solve a system of equations with the assistance of a graphing calculator. Of the ten student groups involved, 7 or 70% did the project correctly. Additionally, students were assessed on setting up a linear programming problem and performing the simplex method to obtain a solution for it. Out of the 11 groups assessed, 5 or 45% of the groups did the project correctly. Students were also assessed on computing, as needed, the future value, present value, periodic payment, nominal rate, or length of term for an elementary financial plan. Out of 9 groups, 7 or 78% did the project correctly.
 14. Business faculty get positive feedback from advisory councils and four-year institution reports on program student performance in the workplace or transfer. Pre-and post-test results show an increase in student learning.

15. For those students who reported taking the National Certification Board for Therapeutic Massage and Bodywork exam, there was a 100% pass rate in 2007, surpassing the Illinois (66.46%) and national (68.87%) levels. The program had 7 students graduate in December 2007 and another 9 students are ready to graduate in August 2008.
16. All 8 areas of the A.S.E. tests have assessment data for the year 2007-2008. In some cases, we will need to see at least one more year of complete data to make valid recommendations. The students averaged between 90% and 100% on mandatory competency tests that are given at the end of each section. These results are exceptional. The next academic year all sections will be using the competency assessment. The full time instructors have looked at the data from pre- and post-tests. The following recommendations are presented: 11 areas continue to show a weakness in diagnosis-labs will be changed to stress diagnosis and class instruction will be geared to problem solving. All areas of engine performance showed increased success in emissions testing and diagnosis-we have received current updates for the scanners and exhaust gas testing equipment for this last year. It is important to keep the equipment current. Engine performance diagnosis is also improving and increased effort with present equipment will help keep this trend positive. The area of Automatic transmissions may need to have a second class in order to improve the test results and prep the student for A.S.E. tests. We definitely need to add a class in hydraulic fundamentals before the Auto Trans class. The students that have been on internship show a very good assessment. The supervising dealership does the evaluation based on A.S.E. standards. The results were positive except the need for increased diagnosis. 90 percent of the students are being kept at the sites in a full time employment job. All current students that will be ready for internship next year have taken the skill inventory provided by the dealers. 100% of our sophomore students have taken the national A.S.E. tests. Of those students we had a 90% pass rate. The students have an average of 3 A.S.E. tests passed each. This is above the last two years average.
17. The Ag Mechanics students participate in 5 of the A.S.E. tests areas. The competency rate for those students is 100%. They are averaging 3 A.S.E. tests completed. Our current freshmen students will be taking A.S.E. tests fall 2008.
18. From July 2007-April 2008, 480 Adult Education students utilized Plato. In the Fall of 2007, 140 college credit students used the program and 250 used it in Spring of 2008. Of these students, more than 340 utilized it for 12 or more hours of instruction.
19. The number of participants who graduate and/or transfer within three years of program entry, is tracked by cohort year. The proposed objective for the SSS program is 40% of each cohort year. For the 2005-2006 SSS cohort, 33% (25 of 74 students) graduated with an AA/AS degree, 4% (3 of 74 students) graduated with an AAS degree, and 2 % graduated with a certificate. Total of 40.5 % graduated within 3 years. The transfer rates for

these students are currently unavailable. This rate exceeds the national benchmark for SSS students which is currently 25%.

20. GPA: good academic standing increases the rate of persistence and graduation. Percentage of SSS students in good academic standing with a GPA of 2.0 or above is 95%.
21. Persistence and retentions directly correlate with completion and graduation. Of the 137 participants registered in fall 2007, 88% (121) persisted to Spring 2008, and as of June 2008, 101 (74%) had graduated or had registered for Fall 2008 classes.