

Hutchinson Community College Performance Agreement – 2011-2013

Hutchinson Community College and Area Vocational School	Contact Person: Dr. Cindy Hoss	620-665-3508 hosscc@hutchcc.edu	August 31, 2010	
Regents System Goal: D. Increase Targeted Participation/Access				
Institutional Goal 1: Increase enrollment of targeted populations				
Key Performance Indicator	3-Year History	Targets	Performance Outcome	Evaluation
1. Increase percent of recent service area high school graduates who enroll at HCC during the academic year immediately following high school graduation	2007: 25% (345/1359) 2008: 27% (406/1507) 2009: 27.5% (390/1418)	2011: 28% 2012: 28.5% 2013: 29%		
2. Increase student credit hours in face-to-face course offerings	2007: 73,473 2008: 72,303 2009: 77,265 Three-year average: 74,347	2011: 77,500 2012: 78,000 2013: 78,500		
3. Increase student credit hours in courses offered through distance education	2007: 24,343 2008: 27,557 2009: 32,998 Three-year average: 28,299	2011: 33,400 2012: 33,900 2013: 34,400		

NARRATIVE — INSTITUTIONAL GOAL 1: Increase enrollment of targeted populations

Key Performance Indicator 1: Increase percent of recent service area high school graduates who enroll at HCC during the academic year immediately following high school graduation

Data Collection: Each year the Director of Institutional Research will determine the number of students graduating from high schools in Reno, Harvey, and McPherson counties in the previous year and the number of those students who enrolled in HCC in the academic year immediately following their high school graduation. The number enrolling at HCC will then be divided by the total number graduating the previous year to determine the percent of recent service area high school graduates who enroll at HCC during the academic year immediately following high school graduation.

Targets: Over the next three years HCC will be working to increase its enrollment and to improve its relations with communities in the service area. This goal combines those two areas of focus by working with service area high schools to encourage students to attend HCC. While HCC experienced an increase in 2008 in the percent of recent service area high school graduates who enrolled at HCC during the academic year immediately following high school graduation, that percent has historically hovered around 26%. Therefore a target of .5% over that average the first year and an additional .5% increase thereafter will be significant but achievable. Immediate steps that the college will take to increase the number of recent service area high school graduates who attend HCC will be to meet with concurrent enrollment students to explain the advantages of the Step-Ahead program. The program allows remission of tuition at HCC on credit hour courses equal to the number of credit hours the student took and paid for as concurrent enrollment hours. Faculty or staff will also meet with secondary students in technical programs to outline how many hours of credit they will receive

for completing merged courses and how many more hours they will need to complete a certificate or AAS. In addition, Admissions staff will hold a pizza party for seniors in the Reno county high schools to encourage them to consider HCC. Finally, academic areas will work with service area instructors to provide high students with information about specific programs offered at HCC.

Key Performance Indicator 2: Increase student credit hours in face-to-face course offerings

Data Collection: The Director of Learning Outcomes and Assessment will determine the number of students enrolling in face-to-face course offerings by checking the College's database. The number of students times the credit hours for the course section will determine the student credit hours.

Targets: HCC's online enrollment has increased significantly over the past five years while face-to-face enrollment has increased incrementally and in some cases stagnated or decreased. In 2008 and 2009, enrollment increased largely due to economic conditions. Traditionally community colleges have experienced increases in enrollment during economic down-turns. Three major reasons account for this phenomenon. 1) Workers who have been laid off often look to community college for retraining that will help them secure new employment. 2) Parents who have seen their income shrink due to cut-backs and lay-off cannot afford to send their children to four-year institutions and choose the less expensive community college alternative. 3) Recent high school graduates who cannot find employment may choose to go to a community college until they get a job. If economic conditions improve over the next three years, it is likely that community college enrollments will suffer. In addition to an economic turn-around, population demographics in the area could potentially lead to slower or negative growth in enrollment at HCC. The population of students that generally enrolls in face-to-face course offerings is shrinking in the Hutchinson area. Overall, Reno county has experienced a 2.3% decrease in population over the past ten years. In addition nearly 17% of the Reno county population is over 65, an age group that community colleges do not generally attract for credit classes. Despite these possible barriers to enrollment growth, this goal is intended to focus on keeping face-to-face enrollment growing at a steady pace. Measures that the college plans to take to increase student credit hours in face-to-face courses is to provide incentives to faculty and staff for recruiting students in their discipline. Outreach locations will also increase their marketing of courses in McPherson and Newton. With the addition of a collaborative LPN program between HCC and Salina Area Technical College, outreach will also begin to market that program in the Salina area. Faculty in transfer areas, as well as technical areas, will work with their counterparts in area high schools to recruit a larger portion of traditional age students. Because of the shrinking population of students who generally enroll in face-to-face courses and possible economic conditions that could negatively impact enrollment growth, increasing the number of student credit hours by 500 each year will be an achievable goal but one which will require effort on the part of all HCC employees.

Key Performance Indicator 3: Increase student credit hours in courses offered through distance education

Data Collection: The Director of Learning Outcomes and Assessment will determine the number of students enrolling in distance education courses by checking the College's database. The total number of students enrolled times the credit hours for each course section will determine the student credit hours for each section. The student credit hours for each section will be totaled to get the number of student credit hours generated by distance education courses.

Targets: Because HCC has experienced a significant growth in online enrollment over the past several years, partly due to the economic conditions mentioned in Indicator 2 and partially due to the convenience of taking online courses. Because of rapid increase in enrollment over the past years and because the Director of Instructional Technology and Distance Education has retired and has not yet been replaced, growth will likely be small over the next few years. Measures that college will take to increase online enrollment will be to market fully online programs such as Health Information Technology and Pharmacy Technology. The number of fully online programs will also be expanded, as will the number of fully online individual courses. These measures should result in growth of about 500 student credit hours each year.

Comments: HCC hopes to increase enrollment over the next three years by focusing on developing relationships with students in service area high school, more deliberately recruiting students, and increasing service to time- and place-bound individuals through evening, weekend, off-campus, and online classes, as well as daytime, on-campus offerings.

Regents System Goal C: Improve Workforce Development				
Institutional Goal 2: Expand participation in technical, stackable-credit programs				
Key Performance Indicator (Data)	3-Year Performance History	Targets	Performance Outcome	Evaluation
1. Increase percent of first-time, full-time students who graduate with a certificate or degree within four years of initial enrollment	2007: 33% (215/652) 2008: 35% (240/686) 2009: 32% (234/731) Three-year average 33.3%	2011: 34.5% 2012: 35.5% 2013: 36.5%		
2. Increase the number of students enrolled in courses leading to credentials that are part of stackable credential programs.	2007: 4 2008: 8 2009: 156	2011: 175 2012: 195 2013: 215		
3. Increase the number of students successfully completing Level II credentials that are part of stackable credential programs.	2007: 4 2008: 8 2009: 44	2011: 50 2012: 55 2013: 60		

NARRATIVE — INSTITUTIONAL GOAL 2: Expand participation in technical, stackable-credit programs

Key Performance Indicator 1: Increase percent of first-time, full-time students who graduate with a certificate or degree within four years of initial enrollment at HCC.

Data Collection: Each year the Director of Institutional Research will determine the number of first-time, full-time students initially enrolled at HCC four years prior to the reporting year and the number of that cohort who have graduated with a certificate and/or degree by the end of the reporting year. The number of students who have graduated, divided by the number of students in the original cohort will be the graduation rate reported. The number reported on this Performance Agreement will be the same as that reported on the federal Integrated Postsecondary Education Data System (IPEDS).

Targets: HCC has a number of students who transfer to 4-year institutions before graduating from HCC. Increasing the number who remain until graduation is difficult especially when many students come in with 15 or more credit hours from concurrent enrollment. In orientation and other general education classes, faculty will be asked to emphasize research that indicates that students who earn an associate degree are more likely to complete a baccalaureate degree than those who transfer before completing an associate degree. In addition, the college is looking in to providing more scholarships to sophomores who are making progress toward their degree but lack financial resources. The Advising Committee will also be helping to identify strategies to encourage students to remain at HCC until graduation. Records will be reviewing transcripts to identify students who have the requirements to graduate but who fail to apply. Records will also identify student who have earned 50 or more hours over the past three years and who have transferred to another institution. The student identified will be contacted about transferring hours back to HCC and receiving a degree. While HCC experienced a spike in its graduation rate in 2008, the number has historically hovered around 32-33%. Even including the 2008 spike, HCC's three-year graduation rate is 33.3%. Therefore a target of 1% over that average will be significant but achievable.

Key Performance Indicator 2: Increase the number of students enrolled in courses leading to credentials that are part of stackable credential programs.

Data Collection: Each year the Director of Learning Outcomes and Assessment will review the course schedule to determine the number of students enrolled in courses that lead to credentials that are part of stackable credential programs. Stackable credentials are courses and groups of courses leading to credentials in technical programs at various levels. Successful completion of MC106 Basic Manufacturing Skill, BT120 Introduction to Building Construction, and BT 125 Electrical I will result in a credential indicating the student’s work readiness in manufacturing, construction, or electrical. The individual course, with its accompanying certificate, may then be used toward a Certificate A. The student can then apply the initial courses and/or the Certificate A toward a certificate B. Finally, the Certificate B can be used toward an AAS. Students who are seeking immediate employment can receive a credential in a limited amount of time with the initial course, continue working toward a certificate while employed, and finally receive an AAS. This format offers students quick entry into employment in a wide variety of industries and options for additional future training in their fields of interest. Each year the Director of Learning Outcomes and Assessment will determine the number of sections of courses offered that lead to credentials that are part of stackable credential programs.

Targets: Two additional sections of the courses leading to credentials that are part of stackable credential programs will be added each year. The Computer and Industrial Technology Department will be working with Business and Industry to develop courses that will result in an industry identified credential that can be used toward a certificate and ultimately a degree. They will then market these stackable credentials and offer sections of courses leading to stackable credentials. The intent is to offer and fill two additional sections of courses leading to stackable credentials each year. With two new sections added each year, at least 20 additional students should be served by courses leading to credentials that are part of stackable credential programs. With the Computer and Industrial Technology Department and Business and Industry working with the local community and the Hutchinson Correctional Facility to enroll students in courses leading to credentials that are part of stackable credential programs, the college expects the demand for the program described to expand over the next three years.

Key Performance Indicator 3: Increase the number of students successfully completing Level II credentials that are part of stackable credential programs.

Data Collection: Stackable credentials are courses and groups of courses leading to credentials in technical programs at various levels. Level I is a single course resulting in an industry-recognized credential. Level II is a set of courses focused on specific technical areas such as construction, including electrical and plumbing; manufacturing; and welding. This level provides the student with additional industry-recognized credentials and may lead to a certificate from the college with some additional course work. Each year the Director of Learning Outcomes and Assessment will review information for courses that are part of stackable credentials to determine the number of students completing Level II courses.

Targets: During this period of high unemployment, students are looking for ways to enter and reenter the labor force quickly. Since stackable credentials provide this opportunity, growth in this area is expected to be high. Therefore, a target of an increase of approximately 5 students per year has been set.

Comments: Providing services to area industries and the individuals they employ improves relationships and creates a more vibrant community.

Regents System Goal: B. Improve Learner Outcomes

Institutional Goal 3: Increase the percent of students achieving academic success

Key Performance Indicator (Data)	3-Year Performance History	Targets	Performance Outcome	Evaluation
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1. Increase percent of students who demonstrate competence on institution-wide outcomes	2007: NA 2008: 80% (1271/1597) 2009: 82% (913/1113)	2011: 83% 2012: 84% 2013: 85%		
2. Increase percent of technical students who demonstrate competence on program outcomes	2007: NA 2008: 88% (306/346) 2009: 93% (2594/2792) Two-year average: 92.4% (2900/3138)	2011: 93% 2012: 93.5% 2013: 94%		
3. Increase percent of students who are successful in targeted courses	2007: 65% (1226/1872) 2008: 69% (1329/1917) 2009: 67% (1486/2209) Three-year average: 67.4% (4041/5998)	2011: 68% 2012: 69% 2013: 70%		
4. Increase percent of full-time students who persist from fall to fall	2007: 47.6% (2008: 46.8% (2009: 50.7% (Three-year average 48.4% (2011: 51% 2012: 51.5% 2013: 52%		

NARRATIVE — INSTITUTIONAL GOAL 3: Increase the percent of students achieving academic success

Key Performance Indicator 1: Increase percent of students who demonstrate competence on institution-wide outcomes

Data Collection: Over the past five years, the Assessment Committee at HCC has worked to develop a program of student learning outcome assessment using course-embedded assessments. Faculty members select or create assessment instruments for each of their course outcomes. The assessment instrument may be a test, a writing assignment, a presentation, a project, or the performance of a skill. Faculty then determine how students' performance on the assessment instrument will be evaluated. The assessment instrument may be an answer key for the test or a checklist or rubric of what the instructor expects to see in the writing assignment, presentation, project, or skill performance. For each outcome, the faculty determine what students must score to demonstrate competence on the specific student learning outcomes. The outcomes, assessment instrument, evaluation methods, and required levels of achievement for each course offered at HCC have been reported on a form provided on HCC Web by the Information Technology Services (ITS) Department. When a faculty member logs in to the "Outcomes Assessment" section of HCC Web, he or she may select a course to show the predetermined assessment information for that course. Also on that site, the faculty member will see the course sections that he or she is teaching. Each semester, faculty will report, through HCC Web, the number of students completing assessment of each course outcome and the number of students who scored at a level on those assessments that would indicate the student has achieved competence on that outcome. Faculty have also tied course outcomes to one of the four institution-wide outcomes (critical thinking, communicating, accessing and manipulating information, and demonstrating interpersonal skills). How course outcomes are tied to the institution-wide outcomes is also shown on the "Outcomes Assessment" section of HCC Web. Each year the Director of Learning Outcomes and Assessment will generate a report showing the number of students completing assessments and the number of those students achieving the level required to demonstrate competency on course outcomes tied to each of the four institution-wide outcomes. The Director will then divide the number of students achieving the level required to demonstrate competency by the number of students completing the assessments related to each of the institution-wide outcomes to determine the percent of students demonstrating competence on each of the institution-wide outcomes.

Targets: Beginning in 2011, all full-time faculty will be required to report student achievement on student learning outcomes. Therefore the number of students being assessed will likely be around 5,000 by 2011. Because reporting has been voluntary to this point, it is possible that those reporting are those with greater success rates on student learning outcomes achievement. Therefore, growth in the percent of students who demonstrate competence on the institution-wide outcomes is expected to be small with a 1% increase each year.

Key Performance Indicator 2: Increase percent of technical students who demonstrate competence on program outcomes

Data Collection: HCC offers a broad range of technical programs, including business, agriculture, communications, child care, public safety, computer technology, manufacturing, bio- and chemical- technology, health information technology, nursing, and other allied health professions. As explained in indicator 1, each semester, faculty will report the number of students completing assessment of each course outcome and the number of students who scored at a level on those assessments that would indicate the student had achieved competence on that outcome. Technical programs have linked course outcomes in courses required for their program to the program's general outcomes. Each year the Director of Learning Outcomes and Assessment will generate a report showing the number of students completing assessments and the number of those students achieving the level required to demonstrate competency on each of the program outcomes in technical programs based on the course outcomes linked to those program outcomes. The Director will then divide the number of technical students achieving the level required to demonstrate competency by the number completing assessments related to program outcomes to determine the percent of technical students demonstrating competence on program outcomes.

Targets: Since all full-time faculty will be required to report student achievement on student learning outcomes and since reporting has been voluntary to this point, it is possible that those reporting are those with greater success rates on student learning outcomes. In addition, many technical programs, especially the allied health programs, have selective admissions policies, which contribute to greater student success. With achievement levels already high, particularly in the selective admissions programs, growth is expected to be small with a .5% increase each year.

Key Performance Indicator 3: Increase percent of students who are successful in targeted courses

Data Collection: Targeted courses will be those with annual enrollments of at least 50 students in which less than 70% of the students completing the course have been successful. Identified courses are the following: Art Appreciation, Business Mathematics, Basic Algebra, Intermediate Algebra, Basic English, Technical Writing, Reading Comprehension I, and American History 1492 to 1864. Each year the Director of Learning Outcomes and Assessment will determine the number of students completing the identified courses and the number of students receiving a grade of "C" or higher in the courses. The percent of students successful in the targeted courses will be the number of students receiving a grade of "C" or higher divided by the number of students completing the courses.

Targets: Since targeted courses are those in which less than 70% of the students completing the course have been successful, the target is for the courses to meet that threshold within the next three years. Various members of the administrative staff in the Instruction Division will meet each semester with instructors teaching targeted courses to provide them with information on methods of instruction and classroom strategies that may improve student success as well as services available at the college to support student success.

Key Performance Indicator 4: Increase percent of full-time students who persist from fall to fall

Data Collection: Each year the Director of Information Technology Services will determine the number of students enrolled full-time the previous fall, the number who graduated during the year, and the number of those remaining who enrolled at HCC the following fall. The number who returned for the next fall will then be divided by number from the previous fall, minus the number who graduated, to determine the percent of full-time students who persist from fall to fall.

Targets: The college has instituted a withdrawal process that requires students to indicate their reason for withdrawing from the institution. The college will use this information to extrapolate reasons that students leave the institution before completing a degree. The assumption is that the college will be able to impact some, but not all, of the reasons that students leave the college. The focus will be on academic and financial issues that are within the purview of the college to address. In addition, the Advising Committee will be discussing strategies that they will implement to encourage students to remain at HCC. Among the strategies already discussed that will be implemented in 2011 are focused intervention measures for advising and counseling student who have been reinstated after academic dismissal. A cadre of specially trained advisors will work with students who have been reinstated to help them become successful. If those strategies are effective, they may be deployed to other audiences in the future to encourage other students groups to persistent at HCC. However, based on the fact the college cannot address all of the reasons students leave—personal, family, health, etc.--an increase in fall-to-fall persistence of .5% per year is a significant but achievable target.

Comments: HCC has been in the process of developing a comprehensive student learning outcomes assessment plan for over five years. Now that all the necessary components for consistent, accurate reporting are in place, the college plans to focus on improving students achievement of learning outcomes and on involving them more deliberately in monitoring their achievement of the prescribed outcomes through the development of a portfolio. In addition to working to help students achieve success in their courses, HCC will focus on keeping students at the institution, if possible through graduation as measured in Goal C Indicator 1. Research has shown that technical students who complete a degree are more likely to be employed and stay employed after graduation. Also, transfer students who complete an AA or AS degree are more likely to complete a 4-year, baccalaureate than those who transfer before completing an associate degree. Therefore, this goal is aimed at supporting student success not only at HCC but also at transfer institutions and in employment.

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Summary of changes from the previous approved performance agreement

Goals A, B, C, D and an institutional goal were part of the previous agreement. This agreement addresses Goals B, C and D. Though there are fewer goals in this agreement, there is a very strong focus on outcomes. In addition, fewer goals allow the institution to better focus and target its efforts instead of diffusing efforts across too many goals. Goal B in the previous agreement dealt with the success of developmental education students while Goal B in this agreement focuses on outcomes assessment and persistence. Goal C in this agreement seeks to increase the number of students with degrees/credentials, while Goal C in the previous agreement sought to align courses and programs. Goal D in this agreement focuses on increasing student credit hours. Goal D in the previous agreement dealt with transitioning students to four-year institutions.

Board comments on the approved performance agreement

Not applicable.

Recommendation and Comments

Staff recommends approval of the three-year performance agreement.

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