HUTCHINSON
COMMUNITY COLLEGE

2017-2018
Hutchinson Community College
Annual Assessment Report

Hutchinson Community College 2017/2018 Annual Assessment Report By the Numbers

Course Assessment

Course Outcomes Reporting

90.1%

Achievement Rate

Program Assessment

7 Reviewed

Automation Engineer Technology
Fire Science
Psychology
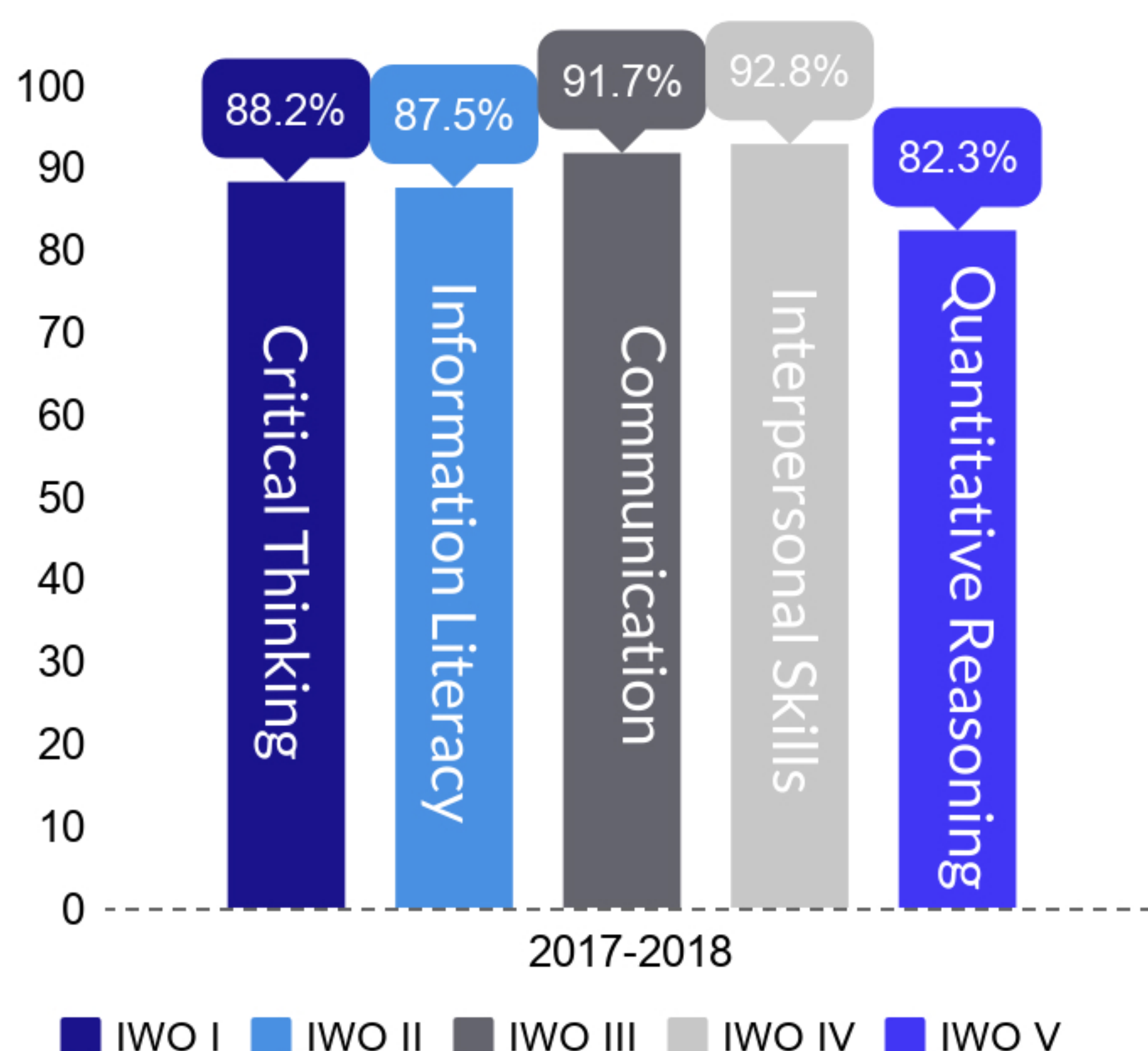Sociology
Social Work
Surgical Technology
Welding

Co-Curricular Assessment

15 Reviewed

Artists' Coalition
Biology Club
Business Club

Honors Student Council
HOSA
HutchCC Bigs
Imagineers

Chess Club
Circle K International
Collegiate 4-H
Film/AV Club

SkillsUSA
Student Government Association
Student Publications
Thin Blue Line

Institutional Assessment

Achievement Rates for Institution-Wide Outcomes

Outcome	Rate
Critical Thinking	88.2%
Information Literacy	87.5%
Communication	91.7%
Interpersonal Skills	92.8%
Quantitative Reasoning	82.3%

2017-2018

■ IWO I ■ IWO II ■ IWO III ■ IWO IV ■ IWO V

Information Literacy Rubric Assessment

86% Achievement Rate

Interpersonal and Collaborative Skills Rubric Assessment

89.9% Achievement Rate

Quantitative Reasoning/Computational Skills Rubric Assessment

81.9% Achievement Rate

Hutchinson Community College
2017/2018 Academic Assessment Year-End Report

Course Assessment

During each term, faculty reported completion and achievement of course outcomes for all courses they taught. Faculty also included information about the assessment instrument used, assessment of the instrument, and recommendations for teaching the course outcome in the future. The data was then analyzed.

2015/2016			2016/2017			2017/2018		
Fall 2015	Spring 2016	2015-2016	Fall 2016	Spring 2017	2016-2017	Fall 2017	Spring 2018	2017-2018
89%	91.10%	90%	90.3%	90.9%	90.6%	89.4%	90.5%	90.1%

Table: Three Year Comparison of Achievement Rates for Course Outcomes

A slight decline was present in this year's achievement rates; however, data still indicated if students complete the assignment mapped to the course outcome, they successfully do so the majority of the time. The achievement rates for all course outcomes will continue to be monitored, and the data will continue to provide ideas for future course modifications and professional development sessions.

Faculty also made adjustments to their teaching of course outcomes to improve achievement rates. The following table provides examples of course modifications made after assessing course outcomes.

Example 2017/2018 Courses	Modifications Made after Assessing Course Outcomes
AG106 Animal Evaluation I	Utilized various livestock formulas and found them to be successful to teach the outcome. Will utilize the formulas in future classes.
AL132 Medication Aide – CMA	Increased time for students to pronounce names and identify drug information.
AM101 Power Plant Theory	Modified work stations to provide more hands on experience.
AN103 Storyboard Techniques	Assigned students to represent different styles in their storyboards to assist with mastering more skills.

CC104 Nutrition, Health, and Safety	Reworked the final, evaluated point structure, and added rubric.
ED105 Success Seminar/College Orientation	Used less lecture slides and increased the hands-on activities to teach note taking skills.
EN100 English Composition IB	Revised the assignment sheet so key information was in bold red to catch the reader's attention. Improved success rates.
HR105 Medical Terminology	Used verbal spelling tests and found the students to perform better on assessments.
IS120 Graphics on Microcomputers	Pushed past simply teaching technical use to illustrate relevant application of the skills gained through the outcome.
MA107 Plane Trigonometry	Focused more on how b value needs factored out to see the phase shift after students demonstrated a misunderstanding about this in a previous exam.
MA108 Elements of Statistics	Spent more time on teaching the outcome by adding more detail in the class portion of the class to improve student success.
MP113 Video Editing and Post-Production I	Developed a project that introduced the workflow for the rest of the semester.
PE112 Introduction to Sports Management	Had students form their own ideas on a new organizational structure to inspire more creativity.
PL104 Ethics	Used popular superheroes to compare ethical concepts, which increased success while the students had fun.
SO100 Fundamentals of Sociology	Incorporated more research that included exposure to the scientific method.

Table: Examples of Course Modifications

Program Assessment

For the HutchCC Program Review process, the department chair, program faculty, and other relevant participants review and set goals for an academic program on a five-year cycle. This process includes an analysis of capacity, demand, curriculum, quality of program outcomes, and impact/justification/overall essentiality. The following programs were reviewed during the 2017/2018 academic year:

- Automation Engineer Technology
- Fire Science
- General Education: Social Science: Psychology & Sociology
- Surgical Technology*
- Welding

*Program completed a program accreditation self-study for their review.

Program goals based upon the assessment of data are as follows:

- Automation Engineer Technology
  - Increase high school recruitment visits.
  - Provide more opportunities for students to improve job search and interview skills.
  - Maintain 90% placement rate of graduates.
  - Improve computer lab capacity.

- Fire Science
  - Increase student internship opportunities with partner fire departments to market students to departments and assist students to gain a better understanding of job opportunities that exist.
  - Assess course delivery in length per day and days per week to better facilitate student learning.
  - Increase focus on need for fitness training to meet minimum industry hiring standards.
  - Strengthen training and continuing education opportunities.

- General Education: Social Science: Psychology & Sociology (Includes Social Work)
  - Develop stronger recruitment tools.
  - Increase awareness among students of job opportunities.
  - Develop courses as needed.
  - Increase collaboration with internal and external entities.

- o Encourage faculty to participate in further professional develop activities, including relevant conferences and sabbaticals.
  - o Provide forums that show appreciation of diversity needs of students and local communities.

- Surgical Technology
  - o Increase Outcomes Assessment Exam pass rate to meet or exceed ARC/STSA threshold (70%).
  - o Ensure publication of OAE CST pass rate.

- Welding
  - o Restructure curriculum to better prepare graduates.
  - o Improve laboratory facilities.
  - o Create stronger collaborations among main campus and outreach centers.
  - o Build stronger relationships with local and area industries.
  - o Increase retention and completion rates.

Institutional Assessment

Hutchinson Community College has in place the following institution-wide outcomes:

I. Demonstrate the ability to think critically and make reasonable judgments by acquiring, analyzing, combining, and evaluating information.
II. Demonstrate the skills necessary to access and manipulate information through various technological and traditional methods.
III. Demonstrate effective communication through reading, writing, listening, and speaking.
IV. Demonstrate effective interpersonal and collaborative skills.
V. Demonstrate effective quantitative-reasoning and computational skills.

HutchCC assesses these institution-wide outcomes through course outcomes reporting, standardized rubrics, and external measurements.

In previous years, HutchCC utilized the CAAP and WorkKeys tests as an external measurement. However, in the last year, ACT discontinued the CAAP test and reconfigured the WorkKeys tests. The Assessment Subcommittee researched other forms of external measurements and selected the California Critical Thinking Skills Test-Numeracy to pilot during Spring and Summer 2018. The Assessment Subcommittee will review the collected data during Fall 2018 and then make a recommendation regarding an external measurement to assess the institution-wide outcomes.

Course Outcomes Reporting

The assessment data shows the majority of students who complete the assessment instrument do so successfully. Faculty participation has continued to improve each semester thanks to the implementation of new strategies of reaching part-time faculty.

Institution-Wide Outcome	Fall 2015	Spring 2016	2015-2016	Fall 2016	Spring 2017	2016-2017	Fall 2017	Spring 2018	2017-2018
IWO I	87.9%	89.7%	88.7%	88%	89.4%	88.7%	87.6%	88.9%	88.2%
IWO II	85.7%	87.1%	86.3%	86.9%	87.8%	87.3%	87.1%	88%	87.5%
IWO III	91.9%	93.1%	92.4%	91.9%	93.3%	92.8%	92.1%	91.2%	91.7%
IWO IV	90.8%	93.4%	91.9%	90.4%	92.2%	91.2%	92%	93.7%	92.8%
IWO V	78.8%	82.4%	80.9%	83.7%	82.6%	83.1%	83.7%	80.4%	82.3%

Table: Institution-Wide Outcomes Assessment Based Upon Course Outcomes Reporting

Information Literacy Rubric Assessment
Utilizing the AAC&U Information Literacy VALUE Rubric, the Assessment
Subcommittee created the HutchCC Information Literacy Rubric during
Spring 2017 to assess Institution-Wide Outcome II. During Fall 2018, the
rubric was piloted. The initial year's data shows majority of Hutchinson
Community College students are proficient or exemplary in terms of
information literacy.

Term	Classes Assessed	Completers of Course Outcome	Students Assessed as Proficient or Exemplary	Students Assessed as Inadequate	Information Literacy Achievement Rate
Fall 2017	70	954	820	134	86.0%

Table: Fall 2017 Information Literacy Rubric Assessment Data

Interpersonal and Collaborative Skills Rubric Assessment
During Fall 2017, the Assessment Subcommittee created the Interpersonal
and Collaborative Skills rubric to assess Institution-Wide Outcome IV. It was
then piloted Spring 2018. The initial year's data shows majority of
Hutchinson Community College students are proficient or exemplary in terms
of interpersonal and collaborative skills.

Term	Classes Assessed	Completers of Course Outcome	Students Assessed as Proficient or Exemplary	Students Assessed as Inadequate	Interpersonal and Collaborative Skills Achievement Rate
Spring 2018	28	316	284	32	89.9%

Table: 2017/2018 Interpersonal and Collaborative Skills Rubric

Quantitative Reasoning/Computational Skills Rubric Assessment
Utilizing the AAC&U Quantitative Literacy VALUE Rubric, the Assessment
Subcommittee created the HutchCC Quantitative Reasoning/Computational
Skills Rubric during Fall 2017. It was then piloted Spring 2018.The initial
year's data shows majority of Hutchinson Community College students are
proficient or exemplary in terms of quantitative reasoning/computational
skills.

	Classes Assessed	Completers of Course Outcome	Students Assessed as Proficient or Exemplary	Students Assessed as Inadequate	Quantitative Reasoning/ Computational Skills Achievement Rate
Spring 2018	18	182	149	33	81.9%

Table: 2017/2018 Quantitative Reasoning/Computational Skills Rubric Assessment Data

Overall Analysis of Institutional Assessment Data
The assessment data shows the majority of students who complete the
assessment instrument do so successfully. The three-year comparison for
the institution-wide outcomes illustrated slight declines in achievement for
three of the institution-wide outcomes (I, III, V) during the last year. To
improve the achievement rates, it is recommended both instructors and co-
curriculuar advisors stress the institution-wide outcomes by utilizing the
available rubrics. Activities occuring both in and outside of the classroom can
help students strengthen these skills. To support these efforts, professional
development activities, including Teaching Tuesdays focused on institution-
wide outcomes, will be made available to instructors and co-curricular
advisors.

In terms of the assessment of institution-wide outcomes using the rubrics,
the initial year's data shows majority of Hutchinson Community College
students have strong achievement rates in terms of information literacy,
interpersonal/collaborative skills, and quantitative reasoning/computational
skills. The Assessment Subcommittee will continue utilize the rubrics to
collect assessment data while also expanding the number of classes
assessed in order to note any trends that may be present.

Co-Curricular Assessment

The following organizations submitted Co-Curricular Assessment Action Plans:

- Artists' Coalition
- Biology Club
- Business Club
- Chess Club
- Circle K International
- Collegiate 4-H
- Film/AV Club
- Honors Student Council
- HOSA
- HutchCC Bigs
- Imagineers
- SkillsUSA
- Student Government Association
- Student Publications
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These plans included goals and activities that incorporate and assess institution-wide outcomes members experience by being part of the organization. Examples of goals and activities include the following:

- Business Club – Members will research and contact area businesses to set up tours.
- Collegiate 4-H – Members will increase the number of of activities and social events to further create a sense of belonging.
- Honors Student Council – Members will add at least one additional service activity to its schedule of events for each semester.
- HutchCC Bigs – Members will research locations for activities appropriate to do with their Littles that are cost effective and budget friendly.
- SkillsUSA – Members will conduct research and then work with Hutchinson Zoo staff to improve the holiday light display at the annual Nights Before Christmas.

Co-curricular organizations will assess their goals in March 2019 and create follow-up plans. Starting in Fall 2018, Student Government Association will require all recognized student clubs and organizations to submit a Co-Curricular Assessment Action Plan to retain their recognized status.