

Hutchinson Community College
2022-2023 Academic Assessment Year-End Report

Course Assessment

During each term, faculty report completion and achievement of course outcomes for all courses they taught. Faculty include information about the assessment instrument used and recommendations for teaching the course outcome in the future.

Table 1: Three-Year Comparison of Course Outcome Achievement

| 2020/2021 | | | 2021/2022 | | | 2022-2023 | | |
|-----------|--------|-----------|-----------|--------|-----------|-----------|--------|-----------|
| Fall | Spring | 2020-2021 | Fall | Spring | 2021-2022 | Fall | Spring | 2022-2023 |
| 88.9% | 91.0% | 89.8% | 89.8% | 90.5% | 90.2% | 91.1% | 91.8% | 91.3% |

At the end of the 2022/2023 year, we saw a slight increase with Course Outcome Achievement from 90.2% to 91.3%. Slightly more students are successfully achieving course outcomes. Achievement rates will continue to be monitored. Data will continue to drive our course changes, instructional practices, and professional development.

Faculty will continue to adjust their teaching to improve course outcome achievement rates. Table 2 provides examples of modifications made after assessing course outcomes.

Table 2: Examples of Course Modifications

| 2022/2023 Courses | Modifications after Assessing Course Outcomes |
|------------------------------|--|
| NR211 Advanced Skills Lab | Remediate and provide additional practice time for students in the lab. |
| GE101 World Geography | I've developed a map pack to help students develop a better sense of where places are located, and will integrate more map analysis exercises into class sessions. |
| EN102 English Composition II | In future online classes, I see myself going to a more comparative essay, like I use in the on-ground class, as it works better to prepare the students for |

| | |
|--|--|
| | manipulating multiple texts, as they have to do with the research essay. |
| AR105 Art History: Renaissance to Modern | Add in "check-in" assignments for students to show progress so that the projects are not completed at the last minute. |

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 2022/2023 academic year:

- Automation Engineering Technology
- Fire Science
- General Education – Social Sciences: Psychology and Sociology
- Welding

Examples of program goals based upon the assessment of data are:

- **Automation Engineering Technology** – Organize mock interview experiences for students prior to graduation using the college Human Resource department and industry partners as interviewers.
- **Fire Science** – We have expanded training opportunities to states like Missouri and Oklahoma, continue to expand accessibility to bordering states to include Nebraska and Colorado.
- **General Education – Social Sciences: Psychology and Sociology** – Work together to plan visits to fellow psychology and sociology faculty's classes to share what is taught to spark student interest in taking other courses in this area.
- **Welding Technology** – Aligned course objectives with industry needs. The certificate A was reduced in program hours so that students could complete the coursework in one semester.

Institutional Assessment

Hutchinson Community College endorses five 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 institution-wide outcomes through course outcome reporting and standardized rubrics.

Course Outcome Reporting

Each course has at least one outcome mapped to an institution-wide outcome. Table 3 represents the success rate for each institution-wide outcome based upon course outcome completion and achievement.

Table 3: Institution-Wide Outcomes Assessment
Based on Course Outcomes Reporting

| Institution-Wide Outcome | Fall 2020 | Spring 2021 | 2020-2021 | Fall 2021 | Spring 2022 | 2021-2022 | Fall 2022 | Spring 2023 | 2022-2023 |
|--------------------------|-----------|-------------|-----------|-----------|-------------|-----------|-----------|-------------|-----------|
| I | 87.3% | 90.5% | 88.8% | 87.8% | 87.7% | 87.8% | 89.30% | 88.00% | 88.60% |
| II | 87.6% | 88.8% | 88.2% | 87.2% | 87.8% | 87.2% | 87.90% | 88.30% | 88.10% |
| III | 92.0% | 93.6% | 92.7% | 93.3% | 93.9% | 93.4% | 94.70% | 92.30% | 93.40% |
| IV | 93.4% | 94.6% | 93.5% | 93.4% | 94.4% | 94.3% | 93.10% | 93.80% | 93.50% |
| V | 79.6% | 75.4% | 78.0% | 78.8% | 81.1% | 80.0% | 81.50% | 81.30% | 81.40% |

Mapping course outcomes to our institution-wide goals has strengthened alignment. According to data, we continue to well prepare students to work collaboratively in the workplace along with preparing students with effective reading, writing, listening, and speaking skills. We will continue to monitor outcome achievement.

Note: Summer course outcomes reporting is included in the year total.

Graduate Questionnaire

According to graduates who completed the questionnaire, a majority felt that their experience at HutchCC was aligned with our institution-wide outcomes as evidenced above. Graduates strongly agreed or agreed that HutchCC improved their critical thinking, reading, writing, and listening skills. There is an increase of students who disagreed as compared to previous years that their information literacy skills have improved as it relates to accessing and manipulating information. The assessment subcommittee will continue to monitor these data.

Interpersonal & Collaborative Skills Rubric Assessment

During the 2022-2023 academic year, the interpersonal & collaborative skills rubric was used to assess I-WO IV: Demonstrate effective interpersonal and collaborative skills.

Table 5: 2022-2023 Interpersonal and Collaborative Skills Assessment Data

| Year | Course Sections Assessed | Completers of Course Outcome | Students Assessed as Proficient or Exemplary | Students Assessed as Inadequate | Achievement Rate |
|-----------|--------------------------|------------------------------|--|---------------------------------|------------------|
| 2022-2023 | 17 | 171 | 152 | 19 | 88.9% |

Assessed on skills that help foster a productive environment through face to face effective and competent communication that is both verbal and non-verbal in nature, 88.9% of students achieved with a designation of proficient or exemplary. This skill is important for HutchCC students as they move into the workforce or transfer to another institution.

Co-Curricular Assessment

For the purpose of this report, we define co-curricular as activities that students participate in outside of the classroom like clubs and sports. During Spring 2023, the Academic Experience and Co-Curricular Experience Survey was administered and completed by 275 students. Of the 275 students who completed the survey 172 students said they participated in a co-curricular activity during the 2022-2023 Academic Year. Students completed both multiple choice and open-ended questions to provide both quantitative and qualitative data about their co-curricular experience.

*Table 8: Institution-Wide Outcomes Assessment
Based on Co-Curricular Experience Survey Results*

| | Prompt | Answer | 2020-2021 | | 2021-2022 | | 2022-2023 | |
|-------------------------------------|--|-------------------|-----------|-------|-----------|-------|-----------|-------|
| – | Participating in the co-curricular activity positively affected my academic experience at HutchCC. | Strongly Agree | 21 | 60.0% | 33 | 51.5% | 44 | 47.8% |
| | | Agree | 13 | 37.1% | 23 | 35.9% | 39 | 42.4% |
| | | Disagree | 1 | 2.9% | 8 | 12.5% | 9 | 9.8% |
| | | Strongly Disagree | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| IWO I: Critical Thinking | The co-curricular activity helped me develop the ability to think critically and make reasonable judgements. | Strongly Agree | 19 | 54.3% | 34 | 53.1% | 36 | 39.1% |
| | | Agree | 12 | 34.3% | 26 | 40.6% | 49 | 53.2% |
| | | Disagree | 4 | 11.4% | 4 | 6.2% | 6 | 6.5% |
| | | Strongly Disagree | 0 | 0.0% | 0 | 0.0% | 1 | 1.1% |
| IWO II: Information Literacy | The co-curricular activity helped me gain the skills necessary to access and manipulate information. | Strongly Agree | 19 | 54.3% | 31 | 48.4% | 34 | 37.0% |
| | | Agree | 11 | 31.4% | 27 | 42.1% | 46 | 50.0% |
| | | Disagree | 5 | 14.3% | 5 | 7.8% | 12 | 13.0% |
| | | Strongly Disagree | 0 | 0.0% | 1 | 1.5% | 0 | 0.0% |
| IWO III: Communication | The co-curricular activity helped me develop effective communication skills through reading, writing, listening, and speaking. | Strongly Agree | 19 | 55.9% | 33 | 51.5% | 38 | 41.3% |
| | | Agree | 11 | 32.4% | 25 | 39.0% | 48 | 52.2% |
| | | Disagree | 4 | 11.8% | 5 | 7.8% | 6 | 6.5% |
| | | Strongly Disagree | 0 | 0.0% | 1 | 1.5% | 0 | 0.0% |
| IWO IV: Interpersonal Communication | The co-curricular activity helped me develop effective interpersonal and collaborative skills. | Strongly Agree | 21 | 60.0% | 39 | 60.9% | 45 | 49.5% |
| | | Agree | 13 | 37.1% | 21 | 32.8% | 42 | 46.0% |
| | | Disagree | 1 | 2.9% | 4 | 6.3% | 3 | 3.3% |
| | | Strongly Disagree | 0 | 0.0% | 0 | 0.0% | 1 | 1.1% |
| IWO V: Quantitative Reasoning | The co-curricular activity helped me develop effective quantitative-reasoning and computational skills. | Strongly Agree | 18 | 51.4% | 32 | 50.0% | 38 | 41.3% |
| | | Agree | 10 | 28.6% | 22 | 34.3% | 38 | 41.3% |
| | | Disagree | 7 | 20.0% | 8 | 12.5% | 15 | 16.3% |
| | | Strongly Disagree | 0 | 0.0% | 2 | 3.1% | 1 | 1.1% |

According to student feedback, 95.5% of students agree or strongly agree that participation in co-curricular activities helped them develop effective interpersonal and collaborative skills. Students agree or strongly agree 90.2% of the time that participation in co-curricular activities positively impacted their academic experience. This is a 2.8% increase from the previous years with 87.4% agreeing that co-curricular activities positively impacted their academic experience. Co-curricular participation was

impacted by COVID-19. The Assessment Subcommittee will continue to monitor these data. When asked what students like best about being involved in co-curricular activities they said the following:

- Meeting people I didn't know and having shared experiences
- Being active and interacting with others.
- Being part of a community
- Getting to do projects that support the community
- Fitting into a group with common interests

Summary:

HutchCC continues to focus on our Institution-wide goals.

- 91.3% of our students achieving proficient or higher on course outcome assessments. This shows continued improvement in aligning our institution-wide and course outcomes to student achievement.
- We reviewed and revised 4 programs based on student and teacher input.
- Students also agreed or strongly agreed 90% of the time or higher that their courses helped improved their critical thinking, communication skills, and interpersonal skills.
- Based on our co-curricular survey, 95.5% agreed or strongly agreed that participating in co-curricular activities helped improve their interpersonal skills.

HutchCC's Assessment Subcommittee will continue to monitor our progress towards these goals.