# HUTCHINSON COMMUNITY COLLEGE ASSESSMENT HANDBOOK

2020-2021

# Hutchinson Community College
## Assessment Handbook

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## Importance of Assessment

Hutchinson Community College's Mission is "Expanding the Tradition of Excellence through Learning and Collaboration." Assessment allows for the institution to accomplish its mission by helping continuous improvement occur. Analyzing and then acting upon collected assessment data leads to collaborations across Hutchinson Community College that help create an environment where student learning and academic success take place.

In *Assessment Essentials*, Palomba and Banta (1999) explain "[a]ssessment is a process that focuses on student learning, a process that involves reviewing and reflecting on practice as academics have always done, but in a more planned and careful way" (p. 1).  Basically, assessment is formalizing what people have already been doing by making sure clear outcomes are in place, creating assessment tools to measure how well one meets them, collecting that information, and analyzing it to make improvements to the system.

Assessment works hand-in-hand with teaching, for teaching involves establishing course learning outcomes, creating and maintaining a positive learning environment, selecting and implementing appropriate teaching methods, and measuring student success in achieving learning outcomes. Through the information gained from that last step, teachers learn how well students performed, which in turn can lead to modifying the teaching of the material to further strengthen the student learning of the course outcomes.

To further explain assessment, the American Association for Higher Education in 1995 published "9 Principles of Good Practice for Assessing Student Leaning." Then Banta, Lund, Black, and Oblander added a 10th Principle in 1996. Although these are over twenty-years old, they still are applicable and provide a good overview of the best practices for assessment:

1. **The assessment of student learning begins with educational values.** Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only *what* we choose to assess but also *how* we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2. **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.** Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach

aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.** Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.** Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. **Assessment works best when it is ongoing not episodic.** Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. **Assessment fosters wider improvement when representatives from across the educational community are involved.** Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty plays an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.** Assessment recognizes the value of information in the process of improvement. But to be useful, information must be

connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.** Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. **Through assessment, educators meet responsibilities to students and to the public.** There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

10. **A tenth principle was identified in *Assessment in Practice*** (Banta, Lund, Black, & Oblander, 1996): Assessment is most effective when undertaken in an environment that is receptive, supportive, and enabling. More specifically, successful assessment requires an environment characterized by effective leadership, administrative commitment, adequate resources (for example, clerical support and money), faculty and staff development opportunities, and time. (p. 62)


Following these best practices, collaborating with others, and discussing/learning from the information gained leads to the development of a culture of assessment. It is through this culture Hutchinson Community College can continue to expand on its tradition of excellence as it works towards its vision of being one of the top higher education institutions not only in Kansas but also in the United States.

# Assessment at Hutchinson Community College – History

In 2000, the Assessment Subcommittee (see Appendix A for the Assessment Subcommittee Charter and Membership), chaired by a part-time Assessment Coordinator, was formed under Teaching and Learning and charged with identifying student learning outcomes. In 2005, a full-time Director of Learning Outcomes and Assessment was hired. She led the charge to focus on assessment by modifying the existing plan and integrating student learning outcomes by connecting course outcomes in transfer academic areas to institution-wide outcomes and course outcomes in required program courses to program outcomes. In 2009, the course outcomes reporting mechanism in Hutchinson Community College WebServices was beta-tested by Assessment Subcommittee members before its official launch in 2010. Full-time instructors were to report the number of completers and achievers for at least six credit hours of classes. This data served as an internal direct assessment measurement of student learning taking place in the classroom.

In 2012, the Director of Learning Outcomes and Assessment resigned. The Curriculum and Program Improvement Coordinator was then given the charge to chair the Assessment Subcommittee. In 2013, the course outcomes reporting mechanism was assessed by the subcommittee. Based upon their assessment of the instrument, two additional fields, the number of students enrolled at the time the assessment of the outcome occurred and notes about the assessment tool and outcome, were added. Part-time instructors were also encouraged to submit their assessment data.  In 2015, the reporting of course outcomes was made mandatory for all faculty, and the Assessment Subcommittee appointed a faculty member to serve as co-chair.

Over the last five years, the Assessment Subcommittee has investigated other methods of assessing student learning including both external direct measurements of Institution-Wide Outcomes and internal indirect measurements regarding the academic experience. Based upon their research, they created rubrics based upon the AAC&U VALUE Rubrics, assessed the Institution-Wide Outcomes with external measures like CAAP, WorkKeys, and ETS Proficiency Profile and designed as well as distributed a campus-wide student academic experience survey for the latter category. The subcommittee also worked closely with student services to create Co-Curricular Assessment Instruments.

Going forward, the Assessment Subcommittee is investigating methods in which course outcome reporting can be tied directly to course electronic gradebooks in LearningZone as a method to replace the course outcome reporting mechanism in Hutchinson Community College WebServices. Furthermore, they will continue to utilize their current assessment instruments, investigate other potential assessment resources, and further close the assessment loop at Hutchinson Community College.

# Assessment at Hutchinson Community College – General Education & Institution Wide Outcomes

Two key parts of academic assessment at Hutchinson Community College are its General Education curriculum and the Institution Wide Outcomes.

**Philosophy of General Education**

The general education requirements at Hutchinson Community College represent the philosophy of education to provide an adequate body of common knowledge necessary to assure a broadly based liberal education. General education courses provide proficiency in writing, reading, speaking and listening; they acquaint students with mathematical structures to enhance critical thinking skills; they provide a basis for science and scientific inquiry; and they familiarize students with various branches of human understanding.

Each degree program at Hutchinson Community College contains an integrated core of general education requirements or embedded skills. This emphasis helps students understand they are not only trained but also educated, that they are not only individuals but also members of the greater human community. It is the belief of Hutchinson Community College these requirements can enrich the lives of students, broaden their perspectives, and make learning a lifelong enterprise.

**Aims of General Education**

General education provides students with the following opportunities:

- Increase reading, writing, and oral communication proficiencies
- Develop and apply scientific inquiry and mathematical reasoning, computation and problem-solving abilities
- Increase integrated learning of history, fine arts, philosophy, and literature
- Exhibit comprehension of the principles of social and natural sciences
- Enhance awareness of ethical issues and cultural/international diversity
- Establish connections between academic areas and apply critical thinking to contemporary issues and societal concerns
- Develop a commitment to personal wellness, and
- Assimilate the importance of lifelong learning.

**Guidelines for course to be considered for General Education**

Course is:

- college-level, not developmental
- general in nature and not specialized or intended for a select audience
- foundational with fundamental concepts, methods, problems, and theories of a discipline, or disciplines in the case of an interdisciplinary course
- not designed for a specific career program
- representative of the five Hutchinson Community College institution-wide outcomes

- appropriate for the general education area indicated
- appropriate for the degree(s) indicated

**Institution Wide Outcomes**

Hutchinson Community College has in place five outcomes that oversee not only the general education courses but also the entire curriculum. All Hutchinson Community College courses are connected to at least one Institution Wide Outcome. These outcomes are reviewed by Representative Assembly, and student performance based upon these outcomes is assessed in courses, program reviews, and institution-wide assessment instruments. Rubrics are currently being developed to assist with consistency of measuring each of these outcomes.

The five Hutchinson Community College Institution Wide Outcomes are as follows:

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.

## Assessment at Hutchinson Community College – Course Assessment

Each course at Hutchinson Community College uses a common syllabus (see Appendix B for an example syllabus) that was approved by the department, Curriculum Committee, Representative Assembly, and Board of Trustees. Each syllabus states the measurable course outcomes and competencies that must occur during the teaching of the class. In addition to this, the syllabus also states the common assessment instruments the instructor must use when teaching the course. The listed assessment instruments are the minimum amount that are required to be used. An instructor has the ability to use more instruments at his/her discretion. These common syllabi allow for consistency to take place across the institution regardless of the mode of delivery or the location.

Instructors utilize evaluation tools to lead to the assessment of student learning; however, it is important not to confuse evaluation with assessment. Assessment focuses on learning, teaching, and outcomes through its process-oriented approach while evaluation focuses on grades with its being product-oriented (see Appendix B for a differentiation chart that provides further clarification). To assist with creating course assessment and evaluation tools, an instructor should use Blooms' Taxonomy (see Appendix B), which can greatly assist creating a range of learning measurements that progresses into higher learning. This way, the course outcomes and competencies can be introduced, reinforced and mastered. Furthermore, Classroom Assessment Techniques (see Appendix B) can provide quick and simple ways to assess the student learning taking place.

Upon completion of the assessment instrument used to assess the course outcome, Hutchinson Community College faculty report the number enrolled at the time the assessment instrument was given, the number of completers, the number of achievers, and any notes about the assessment instrument. "Completers" are defined as those who completed the assessment instrument, and "achievers" are defined as those who successfully completed the assessment instrument. This information is collected and then used in a variety of ways including Program Reviews and Kansas Board of Regents' reports. Furthermore, the information for each instructor is placed in a spreadsheet and returned to him/her, so the instructors can easily compare semester to semester in terms of progress made with increasing student learning and make adjustments to their classes based upon this data.

An example of a course outcomes reporting mechanism:

### Course Outcomes Reporting

**Honors Intro to Cultural Studies: Fairy Tales** EN214H0011925

Please note that if you see a dark right-pointing caret icon(s) in the far left column of the table, that is an indication of additional data that can be viewed. Click the icon to view that data.

Print

| | Outcome | Enrolled | Completers | Achievers | Percent | Assessment Instrument | Teaching Modifications |
|---|---|---|---|---|---|---|---|
| 1 | Explore the field of cultural studies. | 14 | 14 | 14 | 100% | Cultural Analysis | The example helped with creating stronger essays. |
| 2 | Examine the tradition of fairy tales. | 14 | 14 | 12 | 86% | Final Exam | Without a doubt, I need to find a way to teach how to answer essay questions on the final exam. While the students passed, many of the essays were more a paragraph that lacked specific examples. |
| 3 | Increase an awareness of critical theory and its application on written and visual text. | 14 | 14 | 14 | 100% | Literary/Film Analysis and Part I of the final exam | While students did well with the essay, many missed the examples they had to identify on the final exam. Having students analyze similar short examples incorporating the theory would help improve critical thinking skills. |

## **Assessment at Hutchinson Community College – Program Review (Assessment)**

Continuous assessment of programs assists with keeping the curriculum current and meaningful. Hutchinson Community College has in place a structured program review process which involves a cycle in which each program conducts a thorough data-driven assessment review and then provides annual updates about its ongoing work. Programs that have outside accreditation complete their required self-study and submit it along with annual updates in place of the Hutchinson Community College Program Review.

For the general education program review, each of the following conducts its own program review and annual update:

- Fine Arts
- Humanities:  Economics, English, Foreign Language, Geography, Government, History, Philosophy, Religion, Speech
- Natural Science & Mathematics:  Biology, Chemistry, Mathematics, Physics
- Social Science:  Psychology and Sociology

Please see Appendix C for the Hutchinson Community College Program Review Schedule and Assessment Procedure.

## Assessment at Hutchinson Community College – Institutional Assessment

Hutchinson Community College has in place both direct and indirect internal and external assessment instruments to assess the entire institution. These assessment tools are utilized throughout a student's time at Hutchinson Community College.

## Direct Assessment Instruments

### Placement Assessment

In accordance with guidelines set forth by the Kansas Board of Regents, HutchCC has established mandatory course placement standards. Course Placement will be determined by one of the following assessments:

- ACT Exam
- Accuplacer [*typically an untimed, computer-based placement exam, although timed, paper-based versions are available on limited or special basis*]
- **High School GPA (Pilot Program for 2019-2020 Academic Year)**

Accuplacer assessments are available at all HutchCC locations.

- Main Campus: Monday through Friday (8am-5pm). Call (620) 665-3359 to schedule an appointment.
- McPherson Campus: Call (620) 245-0202 to schedule an appointment.
- Newton Campus: Call (316) 283-7000 to schedule an appointment.

For additional detail, please consult the HutchCC Advising Handbook.

*Note: For the 2019-2020 academic year, Hutchinson Community College will be conducting a multiple measures pilot study utilizing high school GPA as an additional course placement option for students who have earned a high school diploma within the last three years or are concurrently enrolled. If the high school graduation date is older than three years, advisors are to use either ACT Exam or Accuplacer for course placement.*

*For additional detail about the pilot study, please consult Department III and IV Chairpersons.*

### English Placement:

*Note: Placement testing is not required for students with ACT *English* sub-scores of 20 or Above.*

| Course Placement | ACT English Score | Accuplacer Sentence Skills Score Range | Accuplacer NextGen Writing Score Range | Prerequisite Course | High School GPA |
|---|---|---|---|---|---|
| HCC Web Services Label: | ACT Eng | AccuWriting | AccuNGWrite | | HS GPA |
| DragonZone Label: | ACT English | AccuSenSkills | AccuNGWrite | | HS GPA |
| EN098 Foundations of Composition | ACT Below 17 | 0-39 | 200-239 | N/A | 0-2.249 |
| • Note: *Students who qualify for this class must successfully complete with a grade of "C" or better before continuing to EN100 English Composition 1B and EN099 Elements of Writing.* | | | | | |
| EN100 English Composition 1B with EN099 Elements of Writing | ACT of 17-19 | 40-68 | 240-254 | EN098 | 2.25-2.99 |
| • Note: *Students who need to take EN100 English Composition 1B must also enroll in EN099 Elements of Writing.* | | | | | |
| EN101 English Composition 1A | ACT of 20 or Above | 69-120 | 255+ | N/A | 3.0+ |
| EN106 Integrated Language Studies | ACT of 19 or Below | 0-68 | 200-254 | N/A | 0-2.99 |

- Note: *course strongly recommended*

**Math Placement:**

*Note: Placement testing is not required for students with ACT *Math* sub-scores of 21 or Above.*

| Course Placement | ACT Math Score | Accuplacer Elementary Algebra (ELAG) Score Range | Accuplacer NextGen Quantitative Reasoning, Algebra, & Statistics (QRAS) Score Range | Prerequisite Course | High School GPA |
|---|---|---|---|---|---|
| *HCC Web Services Label:* | *ACT Math* | *AccuMath* | *AccuNGQRAS* | | *HS GPA* |
| *DragonZone Label:* | *ACT Math* | *AccuELAG* | *AccuNGQRAS* | | *HS GPA* |
| MA098 Basic Algebra | N/A | 0-59 | 200-249 | N/A | 0-2.49 |
| MA105 Intermediate Algebra<br><br>• Note: *Placement into MA105 also required for CH101 General Chemistry* | N/A | 60-80 | 250-262 | MA098 | 2.5+ |
| MA106 College Algebra<br><br>• Note: *Placement into MA106 also required for CH105 Chemistry I* | ACT 21 or Above | 81-120 | 263+ | MA105 | 3.5+ |
| MA107 Trigonometry | ACT 23 or Above | N/A | N/A | MA106 | |
| MA108 Statistics | ACT 23 or Above | N/A | N/A | MA106 -OR- MA109 | |

| MA109 Precalculus<br><br>• Note: *Is equivalent to the combination of MA106 & MA107* | ACT 21 or<br><br>Above | 81-120 | 263+ | MA105 | |
|---|---|---|---|---|---|
| MA110 Calculus | ACT 23 or<br><br>Above | N/A | N/A | MA106 -<br>OR-<br><br>MA109 | |
| MA111 Calculus I | ACT 25 or<br>Above<br><br> | N/A | N/A | MA107 –<br>OR- MA109 | |

## Course Outcomes Reporting

With course outcomes being mapped to the Institution Wide Outcomes (see Appendix D), the outcome reporting mechanism for courses is also utilized for institutional assessment. An assessment report is run to illustrate the percentage of those deemed as achieving each Institution Wide Outcome.

## External Assessments

From 2015 to 2017, Hutchinson Community College utilized the CAAP tests and WorkKeys testing to assess the institutional outcomes. However, the CAAP tests were discontinued and WorkKeys were reconfigured in January 2018. The Assessment Subcommittee is currently piloting potential external assessment instruments.

## Institution-Wide Outcomes Rubrics

To provide another method of assessment, the Assessment Subcommittee has been developing rubrics for each of the institution-wide Outcomes. Based upon the AAC&U VALUE Rubrics, these assessment instruments allow for consistency in definition and understanding of each of the institution-wide outcome.

## Indirect Assessment Instruments

**Hutchinson Community College First Semester Experience Survey**
During the 2014/2015 Academic Year, a task force with members from the Assessment Subcommittee and Institutional Effectiveness Committee developed a survey to assess a student's experience during his/her first semester at Hutchinson Community College. The survey was first used during Fall 2015 with sections of ED105 Success Seminar/College Orientation targeted as the test group. Since then, it has been used across campus. In addition to collecting information about first impressions about Hutchinson Community College, the data collected will be able to be compared to the Hutchinson Community College Graduate Questionnaire to allow for further analysis of that data.

**Hutchinson Community College Academic Experience Student Survey**
Created to explore the findings of Noel Levitz in more detail, Hutchinson Community College Academic Experience Student Surveys (See Appendix D) provide the institution with data about the experiences in the classroom. The Assessment Subcommittee built this survey over the course of the 2013/2014 and 2014/2015 academic years, and it was first given during Spring 2015. This survey has continued to be administered every other year during the spring semester.

**Noel-Levitz Student Satisfaction Inventory (SSI)**
SSI was first administered at Hutchinson Community College in 2000, and it has continued to be used every other year to assess the satisfaction of students to help improve quality of student life and learning through its measurement of student satisfaction and priorities. This method allows Hutchinson Community College to know what issues are important to the students and their feelings about them. The next administration of SSI at Hutchinson Community College will be during the Spring of 2020.

**Hutchinson Community College Graduate Questionnaire**
A key component of the Graduate Checklist is completing the Hutchinson Community College Graduate Questionnaire. This survey collected information about the experiences of the students while they were attending Hutchinson Community College. The survey has a mix of multiple-choice and open-ended questions.

## Annual Surveys/Projects/Reports Completed

Hutchinson Community College completes many surveys and reports using data about many different facets of the college. The following provides a list of many of the surveys, projects, and reports completed either annually or biannually. The information is then made available to be reviewed and analyzed both internally and externally.

### ACT Institutional Data Questionnaire
Hutchinson Community College submits information to ACT, and they then display it on their website which is used by high school students, parents, and school counselors to see and analyze the data about enrollment, financial aid, admissions, student affairs, costs, and academic programs.

### College Board's Annual Survey of College
Hutchinson Community College submits information to College Board, and they then display it on their website which is used by high school students, parents, and school counselors to see and analyze the characteristics of each college including programs, costs, application requirements, financial aid, student-faculty ratio, campus life, and deadlines.

### Higher Learning Commission (HLC) Institutional Update
This update provides HLC with information regarding administrative positions, financial information, federal compliance, student head count, instructional head count, dual credit, certificates & degrees awards, distance education, and locations.

### Integrated Postsecondary Education Data System (IPEDS) Survey
Information is reported to IPEDS and then located in College Navigator regarding tuition, fees, financial aid, net price, enrollment, admissions, retention & graduation rates, programs/majors, service members & veterans, varsity athletic teams, accreditation, campus security, and cohort default rates.

### Kansas Board of Regents Reports
The following is a list of annually and biannually Hutchinson Community College-reviewed and submitted reports to the Kansas Board of Regents:

- Business & Industry, Training and Enrichment Report
- Kansas Association of Community College Business Officers (KACCBO) Enrollment Data Report
- Kansas Higher Education Enrollment (KHEER) Report
- Kansas Postsecondary Database (KSPSD) Report
- Performance Agreement Report
- Perkins Follow-Up Report
- Special Collections (Excel in CTE, AOK, GED Accelerator) Report
- Student Learning Assessment Report

**National Community College Benchmark Project (NCCBP)**
Information reported to the NCCBP provides comparison data with other peer community colleges to assist with measuring effectiveness and analyzing performance measurement activities. Information compared includes transfer rates, completion rates, credit hour percentages, student performance at transfer institutions, student satisfaction and engagement, student goal attainment, retention rates, success rates, and market penetration.

**National Community College Cost and Productivity Project (NCCCPP)**
Information reported to the NCCCPP provides comparison data with other community college in terms of cost and productivity of a programs. The reports provide program data regarding instructional costs per credit hour, percent of student credit hours taught, and student/faculty ratio.

**Peterson's Annual Survey of Undergraduate Institutions**
Hutchinson Community College submits information to Peterson's, and they then display it on their website which is used by high school students, parents, and school counselors to see and analyze the characteristics of each college including programs, costs, application requirements, faculty, athletics, student-faculty ratio, campus life, and deadlines.

**<u>Information Regularly Collected by Institutional Research for Reports and Assessment</u>**

- Achievement of Outcomes
- Assessment Scores
- Average Out of Pocket Cost
- Business and Industry Courses
- Class Size
- Completer Course Success
- Course Evaluations
- Credit Hours Offered
- Developmental Courses
- Direct Instructional Cost per Student per Credit Hour
- Distance Education Courses
- Employee Satisfaction
- Enrollee Course Success
- Enrollment
    - Head Count
    - Full-Time Equivalent
    - Student Credit Hours
- Fall to Spring and Fall to Fall Persistence
- FTE Students/FTE Faculty
- Funding Percentage
- Gainful Employment
- Graduate Satisfaction
- Graduation Rates

- Job Placement Rates
- Next Course Retention
- Non-Credit Courses
- Number of Majors
- Outreach Courses
- Retention Rates
- Service Area Demographics
- Service Area High School Graduates at Hutchinson Community College
- Student Engagement
- Student Satisfaction
- Success in Next Course Rates
- Technical Courses
- Transfer Course
- Transfer Performance
- Transfer Rates
- Tuition
- Within-course Retention

**Hutchinson Community College Student Services and Co-Curricular Assessment**

The student services offered at Hutchinson Community College are assessed in a variety of manners. Covering the entire area, Noel-Levitz Student Satisfaction Inventory, Hutchinson Community College First Semester Experience, and the Hutchinson Community College Graduate Questionnaire both provide useful data. Different programs then have a variety of individual assessment instruments in place to measure their effectiveness. Examples include the following:

- Tutoring services keeps track of the students they work with, and then at the end of each semester, they compare the final grades of those who use the tutoring services with those who do not in the classes in which the students sought assistance.
- The Advising Subcommittee analyzes advising practices at Hutchinson Community College by assessing collected data and researching best practices in the field in order to keep academic advising techniques current and beneficial to the advisees and advisors.  Advisors are also surveyed to request information about what topics they would like more information.
- Starting in 2015, Student Services began conducting an online internal Satisfaction Survey three times a year (Fall, Spring, and Summer terms). This survey asks students about their experiences with Admissions, Financial Aid, Advising, Records, Residential Life, and Hutchinson Community College Bookstore.
- Starting Spring 2017, co-curricular activities are assessed using an instrument (See Appendix E) developed by the Assessment Subcommittee. The assessment is tied to student activities fee when appropriate.
- Starting in Spring 2019, co-curricular activities are assessed using the Co-Curricular Experience Survey.

## <u>Assessment at Hutchinson Community College – Closing the Loop</u>

Collecting data alone does little to assist with building a culture of assessment at an institution. Therefore, it is vital to close the loop by getting the data to the areas on campus that can then analyze the information and make decisions based upon it to revise, improve, and/or implement practices at Hutchinson Community College. The following are different methods taking place at Hutchinson Community College to close the assessment loop:

- Course outcomes are analyzed by the faculty in terms of completers and achievers. The instructors then make changes to how certain outcomes are addressed in the class in order to improve student learning taking place. Department chairs also receive the course outcome data so they too can have conversations with their faculty to brainstorm techniques to improve the classroom experience.
- The program review team consists of at least the faculty, department chair, and the person who oversees the program to analyze the data along with additional research to propose and implement changes based upon their findings.
- President's Council, Department Chair Council, and Representative Assembly review and discuss the data collected from the different assessment instruments in order to make future decisions based upon it.
- Both the Hutchinson Community College public assessment website and the Fall Professional Learning Days' assessment showcase provide a method to disperse the assessment data to interested parties and potential users, increase transparency, and help conversations occur that can lead to improvements taking place.

# Glossary

**Active Learning:** an approach where students are participating in learning beyond passively absorbing knowledge such as in a didactic session. Actively learning students are involved in solving problems, applying knowledge, working with other students, and engaging the material to construct their own understanding and use of the information. Examples of active learning methods include those methods where deeper thinking and analysis are the responsibility of the student and the faculty member acts as a coach or facilitator to achieve specified outcomes. Examples of active learning include: inquiry-based learning, case-study methods, project development, modeling, collaborative learning, problem-based learning, buzz groups or brainstorming, and simulations.

**Alternative Assessment:** usually means assessment that does not use the usual tools of paper and pencil testing. An example might be a group presentation by students centered on their approach to a particular problem, judged by faculty using a pre-designed rubric or scoring guide.

**Assessment:** the process of using any method to measure the current knowledge that a student possesses. It is the opportunity for students to demonstrate their current knowledge and abilities and for the instructor to give the student feedback on how and where to improve their learning.

**Classroom Assessment:** an exercise or activity designed by the individual instructor to discover what students are learning or if students are learning what was intended in a single class meetings or a small number of consecutive class meetings. The instructor evaluates the results to decide if changes are needed in future class meetings. The typical question addressed by the assessment is, did students learn what I intended them to learn today?

**Course Outcomes and Competencies:** measurable descriptions of what student will know (cognitive), think (attitudinal), or do (behavioral) upon the completion of the course. A course outcome serves as an umbrella to its competencies which define the applied skills and knowledge that lead to the learning of the outcome.

**Direct Assessment Instrument:** gathers evidence, based on student performance, which demonstrates the learning itself. Can be value added, related to standards, qualitative or quantitative, embedded or not, using local or external criteria. Examples: most classroom testing for grades is direct assessment (in this instance within the confines of a course), as is the evaluation of a research paper in terms of the discriminating use of sources. The latter example could assess learning accomplished within a single course or, if part of a senior requirement, could also assess cumulative learning.

**Embedded Assessment:** a means of gathering information about student learning that is built into and is a natural part of the teaching-learning process. Often uses for assessment

purposes classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative or qualitative. Example: as part of a course, expecting each senior to complete a research paper that is graded for content and style, but is also assessed for advanced ability to locate and evaluate Web-based information (as part of a college-wide outcome to demonstrate information literacy).

**External Assessment Instrument:** use of criteria (rubric) or an instrument developed by an individual or organization external to the one being assessed. Example: CAAP Critical Thinking Test.

**Formative Assessment:** the gathering of information about student learning-during the progression of a course or program and usually repeatedly-to improve the learning of those students. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative.

**Indirect Assessment Instrument:** gathers reflection about the learning or secondary evidence of its existence. Example: a student survey about whether a course or program helped develop a greater sensitivity to issues of diversity.

**Internal Assessment Instrument:** criteria (rubric) or an instrument developed by an individual or group that is part of the institution where the assessment tool is being utilized.

**Qualitative Data:** data collected as descriptive information, such as a narrative or portfolio. These types of data often collected in open-ended questions, feedback surveys, or summary reports, are more difficult to compare, reproduce, and generalize. It is bulky to store and to report; however, it is often the most valuable and insightful data generated, often providing potential solutions or modifications in the form of feedback.

**Quantitative Data:** data collected as numerical or statistical values. These data use actual numbers (scores, rates, etc) to express quantities of a variable. Qualitative data, such as opinions, can be displayed as numerical data by using Likert scaled responses which assigns a numerical value to each response (e.g. 5 = strongly agree to 1 = strongly disagree). This data is easy to store and manage; it can be generalized and reproduced, but has limited value due to the rigidity of the responses and must be carefully constructed to be valid.

**Program Review:** usually a departmental self-study which seeks to assist its owns strengths and weaknesses and may be aided, in the best instances, by external peer review.

**Rubric:** a set of scoring guidelines for evaluating student work. Rubrics answer the questions: By what criteria should performance be judged? Where should we look and what should we look for to judge performance success? What does the range in the quality of performance look like? How do we determine validly, reliably, and fairly what score should

be given wand what that score means? How should the different levels of quality de described and distinguished from one another? (Relearning by Design, Inc. 2003)

**Summative Assessment:** the gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, impacts the next cohort of students taking the course or program. Examples: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others; analyzing senior projects for the ability to integrate across disciplines.

# Appendix A – Assessment Subcommittee

## Assessment Subcommittee Charter

### Vision Statement
Assessment will be an integral part of the institution, providing direction for improvement and strategic decision making.

### Mission Statement
The Assessment Subcommittee assists units in developing meaningful, useful, consistent measures of the effectiveness of their processes, the satisfaction of their stakeholders, and the learning of students having contact with the unit.

### Values
- Accountability
- Transparency
- Empowerment
- Consistency
- Reliability
- Validity
- Fairness
- Creativity
- Communication

### Objectives
- Develop strategies for assessing the five Institution-wide Outcomes
- Collect information on course assessment of student learning outcomes from faculty
- Guide efforts to assess student learning at Hutchinson Community College both inside and outside the classroom
- Facilitate the systemic deployment of assessment across all units of Hutchinson Community College

### Resources
The Assessment Subcommittee will work closely with the Curriculum and Program Improvement Coordinator.  Input and/or representation will also be needed from:
- faculty
    - full-time
    - part-time
- students
- distance education
- outreach
- non-academic work units
- co- and extra-curricular leaders
- off-site stakeholders.

**Time Frame**
The Assessment Subcommittee will be a standing subcommittee under the Teaching and Learning Committee. Each spring semester members will be polled to determine if they wish to continue service. New members will be invited to join the subcommittee to replace any members who do not wish to continue serving.

**Communication**
This subcommittee reports directly to the Teaching and Learning Committee. Other groups with whom this group may need to periodically communicate include the Professional Development and Training Committee, the Department Chairpersons Council, and the Strategic Planning Council.

**Assessment and Evaluation**
Reports to HLC and KBOR will often include results from the work of this subcommittee. Feedback from those agencies will provide some insight into the effectiveness of this subcommittee. Feedback from the Teaching and Learning Committee will also be a gauge of the subcommittee's effectiveness.

## Assessment Subcommittee Members

Academic Affairs Representative

Assessment Services Representative

Department I Representative

Department I Representative

Department II Representative

Department II Representative

Department III Representative

Department III Representative

Department IV Representative

Department IV Representative

Department V Representative

Department V Representative

Department Chair Representative

HNFA Representative

Online Education Representative

Library Services Representative

Outreach Representative

Part Time Faculty Member

Student Services Representative

**Example Syllabus**
**Hutchinson Community College**
**Course Syllabus**
MA106 College Algebra

**YEAR:** 2019-2020

**CREDIT HOURS:** 3.00

**PREREQUISITES:**

HS GPA over 3.5, or MA105 Intermediate Algebra with a grade of C or higher, or ACT Math Score of 21 or higher, or Accuplacer NextGen QuantReason, Alg,Stats Score 263 or Above.

**COREQUISITES:** None

**COURSE NOTES:** None

**CATALOG COURSE DESCRIPTION:**

Theory of equations, functions, inverse functions, complex numbers, determinants and matrices.

**HUTCHINSON COMMUNITY COLLEGE 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.

**COURSE OUTCOMES AND COMPETENCIES:**

1. Manipulate functions, finding domain and range for linear, piece-wise, composition, inverses, and logarithmic functions.
    a. Identify functions, evaluate functions, find the domain and range of a function, analyze graph of a function including linear and piece-wise functions.
    b. Find arithmetic combinations and composition of functions, evaluate, and find inverses by graphing and algebraic methods.
    c. Utilize long division and synthetic division to divide polynomials by other polynomials.
    d. Rewrite logarithmic functions with a different base.
    e. Apply the properties of logarithms to evaluate, rewrite, expand or condense logarithmic equations.
2. Solve equations and inequalities using algebraic methods for integer and rational exponents, complex numbers, and rationals.
    a. Apply the fundamental concepts of intervals, integer and rational exponents, complex numbers, polynomials, factoring, and rational expressions.
    b. Sketch the graph and solve systems of non-linear inequalities and solve linear programming problems.
    c. Utilize the graphing calculator to enhance the study of algebra.
3. Solve equations and inequalities using graphing and/or technology finding zeroes of polynomials, solving systems of equations using Gaussian elimination and matrices.
    a. Determine the number of rational and real zeros of a polynomial functions and find the zeros.
    b. Identify and solve linear, quadratic, polynomial, radical, exponential, and logarithmic equations.
    c. Solve linear inequalities, polynomial inequalities, absolute value inequalities, and rational inequalities.
    d. Solve systems of linear equations by graphing, by elimination, by substitution, by Gaussian elimination, by matrices.
    e. Identify linear systems in row-echelon form and use back-substitution to solve.
    f. Solve non-square systems of equations.
    g. Sketch the graph and solve systems of non-linear inequalities and solve linear programming problems.
4. Write algebraic equations that model data given either graphically or as a listing of characteristics for linear, polynomial, exponential, and logarithmic functions, and for relations (circles).
    a. Sketch and analyze graphs of functions, including constant, linear, polynomial, exponential, and logarithmic functions.
    b. Identify, graph, and write equations of relations (circles, vertex, or center at origin).
    c. Identify, graph, and write equations of functions and relations (circles) that have shifted vertically or horizontally.

HutchCC course outcomes are equivalent to the Kansas core outcomes.

*KRSN:*

MAT1010

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

**COURSE ASSESSMENT AND EVALUATION:**

A - 90% - 100%
B - 80% - 89%
C - 70% - 79%
D - 60% - 69%
F - 0% - 59%

1. Homework 2. Assignments 3. Quizzes 4. Examinations 5. Final examination

**ACCOMMODATIONS STATEMENT:**

Any student who has a documented disability and wishes to access academic accommodations (per the 1973 Rehabilitation Act and Americans with Disability Act) must contact the Hutchinson Community College Coordinator of Accessibility Services, at 620-665-3554, or the Student Success Center, Parker Student Union. The student must have appropriate documentation on file before accommodations can be provided.

**ACADEMIC HONESTY:**

Students who engage in academic dishonesty bring discredit upon Hutchinson Community College as well as themselves. Hutchinson Community College students are thus required to maintain honesty in their academic pursuits. The administrators and faculty at Hutchinson Community College require students to do the following:

1. Submit examinations, themes, reports, drawings, laboratory notes and other work that represent the students' best efforts without cheating, plagiarizing, or misrepresenting.

2. Provide all academic records such as transcripts and test scores that are free of falsification, forgery, or alteration.

3. Refrain from participating in the academic dishonesty of any person.

*Sanctions for violation:*
Students suspected of engaging in academic dishonesty may be charged in writing by the instructor and be subject to failure of the work in question and/or failure and dismissal from the course in which the dishonesty occurs. Students failed and/or dismissed by an instructor from a course as a result of academic dishonesty will not be allowed to take a "W" for the course. Instructors may also recommend to the Vice President of Academic Affairs that such students be dismissed from the program and/or the institution.

*Appeal:*
Student charged with academic dishonesty have the right of appeal and are assured of due process by the institution through the Academic Appeal process.

**INCOMPLETE GRADE:**

Instructors may give a student a grade of Incomplete (I) under the following conditions:

1. The student must initiate the request prior to the time final course grades are submitted to Records.
2. The request must be made because of an emergency, illness or otherwise unavoidable life-event.
3. The instructor must agree to the request before a grade of Incomplete can be submitted.
4. A written contract between the instructor and student, signed by both, will document the work required and date needed to complete course work.
5. If a student does not complete the course requirements within the time frame established by the instructor, a grade of "F" will be recorded on the student's transcript at the end of the next semester.

**ACCREDITATION:**

Hutchinson Community College is accredited by the Higher Learning Commission (HLC). The Higher Learning Commission is one of six regional institutional accreditors recognized by the US Department of Education and the Council on Higher Education Accreditation (CHEA).

# Bloom's Taxonomy (2012)

| Knowledge | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Copy | Ask | Act | Advertise | Appraise | Adapt |
| Define | Associate | Administer | Analyze | Argue | Anticipate |
| Describe | Cite | Apply | Appraise | Assess | Arrange |
| Discover | Classify | Articulate | Break down | Choose | Assemble |
| Duplicate | Compare | Calculate | Calculate | Compare | Choose |
| Enumerate | Contrast | Change | Categorize | Conclude | Collaborate |
| Examine | Convert | Chart | Classify | Consider | Collect |
| Identify | Demonstrate | Choose | Compare | Convince | Combine |
| Label | Describe | Collect | Conclude | Criticize | Compile |
| List | Differentiate | Complete | Connect | Critique | Compose |
| Listen | Discover | Compute | Contrast | Debate | Construct |
| Locate | Discuss | Construct | Correlate | Decide | Create |
| Match | Distinguish | Demonstrate | Criticize | Defend | Design |
| Memorize | Estimate | Determine | Deduce | Discriminate | Develop |
| Name | Explain | Develop | Devise | Distinguish | Devise |
| Observe | Express | Discover | Diagram | Editorialize | Express |
| Omit | Extend | Dramatize | Differentiate | Estimate | Facilitate |
| Quote | Generalize | Employ | Discriminate | Evaluate | Formulate |
| Read | Give Examples | Establish | Dissect | Find errors | Generalize |
| Recall | Group | Examine | Distinguish | Grade | Hypothesize |
| Recite | Identify | Experiment | Divide | Judge | Imagine |
| Recognize | Illustrate | Explain | Estimate | Justify | Infer |
| Record | Indicate | Illustrate | Experiment | Measure | Integrate |
| Repeat | Infer | Interpret | Explain | Order | Intervene |
| Reproduce | Interpret | Interview | Focus | Persuade | Invent |
| Retell | Judge | Judge | Illustrate | Predict | Justify |
| Select | Observe | List | Infer | Rank | Make |
| State | Order | Manipulate | Order | Rate | Manage |
| Tabulate | Paraphrase | Modify | Organize | Recommend | Modify |
| Tell | Predict | Operate | Plan | Reframe | Negotiate |
| Visualize | Relate | Paint | Point out | Score | Organize |
| | Report | Practice | Prioritize | Select | Originate |
| | Represent | Predict | Question | Summarize | Plan |
| | Research | Prepare | Select | Support | Prepare |
| | Restate | Produce | Separate | Test | Produce |
| | Review | Record | Subdivide | Weigh | Propose |
| | Rewrite | Relate | Survey | | Rearrange |
| | Select | Report | Test | | Reorganize |
| | Show | Schedule | | | Report |
| | Summarize | Show | | | Revise |
| | Trace | Simulate | | | Rewrite |
| | Transform | Sketch | | | Role-Play |
| | Translate | Solve | | | Schematize |
| | | Teach | | | Simulate |
| | | Transfer | | | Solve |
| | | Use | | | Speculate |
| | | Write | | | Structure |
| | | | | | Substitute |
| | | | | | Support |
| | | | | | Test |
| | | | | | Validate |
| | | | | | Write |

# Assessment and Evaluation

| Differentiating Assessment and Evaluation | | |
|---|---|---|
| **Term** | **Assessment** | **Evaluation** |
| **Defined** | Systematic collection, examination, & interpretation of data | Description and rating of performance |
| **Purpose** | Primarily formative | Primarily summative |
| **Focus** | Process | Product |
| **Goal** | Plan for improvement | Grades/pass |
| **Performance measurement** | Group and instructor | Individual |
| **Results** | Ongoing quality control | Perspective of past activity |

Evaluation Helps Instructors

- Determine if course learning outcomes were achieved
- Determine level of knowledge, behaviors, skills, values, interests, attitudes
- Form a basis for customizing assistance (remediation)
- Determine level of mastery
- Foster student comfort and confidence
- Communicate what's important
- Motivate students to study
- Determine grades and provide feedback

What Should Be Evaluated?

- Important educational objectives
- Content
- Understanding and ability to apply principles
- Critical thinking (higher order skills)
- Relevant fact/principles and how they integrate to solve complex problems

Ways to Evaluate

- True/false
- Short Answer
- Problem-solving
- Multiple choice
- Essay questions
- Matching/recall
- Simulations
- Performance/orals
- Case Studies
- Portfolios

Essay Test Considerations

- Instructor is confident in critical and fair reading skills
- Lower validity—smaller course content sample
- Relatively quick, easy to prepare
- Eliminates guessing
- Lengthy, time consuming, subjective

When to Use Essay

- Small group
- Encouraging development of writing skills, neatness
- Encouraging more thorough preparation
- Exploring attitudes more than achievement
- Exploring only a few outcomes

Advantages of Essay Testing

- Measures (more, indepth) higher order thinking
- Promotes integrative and synthetic thinking
- Evaluates of thinking and reasoning
- Allows for expression based on diverse backgrounds/experiences

Objective Test Considerations

- Large group
- Explores a number of outcomes
- Obtains highly reliable test scores in efficient manner (reusable test)
- Influenced by-- reading ability, test-wise-ness, and risk taking
- Higher validity—broader course content sample, more representative of overall

Advantages of Multiple Choice

- Versatile—appropriate for many topics
- Measures variety of educational objectives
- Less susceptible to guessing than true/false
- Not affected by scoring inconsistencies
- Rapid scoring expedites reporting and clarifying learning
- Provides diagnostic for additional teaching/ remediation


Writing Good Objective Items/Questions

- Construct stems to assess a single objective
- Base each item on a specific problem
- Use words that are clear, concise, mutually exclusive
- Use relevant facts with "one best answer"
- Vary difficulty

# Classroom Assessment Techniques

Often referred to as CATS, Classroom Assessment Techniques are useful and simple tools to assess student learning taking place through non-graded in-class activities. *Classroom Assessment Techniques: A Handbook for College Teachers* (1993) by Angelo and Cross provides many examples that can assist an instructor. Hutchinson Community College Department has at least one copy of this book for faculty to use. Additional copies are located in the Teaching and Learning Resource Center.

## 10 Classroom Assessment Techniques

1. Approximate Analogies
   - Making analogies helps students to connect the familiar with the unfamiliar. Creative thinking is utilized as students apply the new information they are learning to prior life knowledge. Instructors can gauge student understanding of a concept by looking at the analogy using the format "A is to B as X is to Y." With a short "A is to B" prompt from the instructor, in as little as two words, students show how effectively they are able to make connections as they complete "as X is to Y."

2. Categorizing Grid
   - The categorizing grid is a graphic organizer assessment that is quick to develop and quick to administer in any course of any size. The instructor can learn how well students are learning information by observing how they sort items into categories, deciding what goes with what. Its versatility allows it to be used as an assessment, a teaching tool, and as a study tool for the student.

3. Mini Quizzes
   - Short quizzes take some time for the instructor to develop, but provide the instructor and student information on how well the students are able to discern fully correct statements from *almost* correct statements. "Grading" these quizzes in class gives an opportunity for students to get immediate feedback, discuss options with the class, and correct incorrect assumptions before students have too long to learn something incorrectly.

4. Student Generated Test Questions
   - With this CAT, students focus on how well they understand concepts by writing possible test questions and showing the solution/answer. The instructor can then determine what students find to be the most important/memorable topics and can then assess level of difficulty, if students are avoiding certain topics, if students "get" the main idea of the lesson, and if the solution/answer is correct.

5.  The Jigsaw Classroom
    - Instructors circulate around the room during this group activity to determine student level of understanding. A topic/lesson is divided into 4 modules. Students are numbered off 1-2-3-4 and assigned a module for which they are to become experts. All 1s gather together, all 4s, etc., to help each other become experts, then groups of 1-2-3-4 reconvene to teach their module to others in the group.

6.  In Class Polling
    - This CAT is helpful to assess students' awareness of attitudes and values and can be used for any type of poll. Using **polleverywhere.com**, the instructor can ask questions of students who report anonymously to the poll. This can generate a way to engage and evaluate student responses, and customize future lessons to students' needs and interests. It focuses on how students think about course-related issues. It can be used to review for any type of evaluation in any course of any size.

7.  Background Knowledge Probe
    - The Background Knowledge Probe CAT is used to help the instructor prepare for a course/unit/lesson/new topic by asking students for general information about their level of preparation. Instructors keep knowledge questions short and simple. Analysis of student responses about their prior understanding helps the instructor determine the most effective starting point and at what level to begin instruction.

8.  Empty Outline
    - Do students seem to have a hard time taking notes in your class? Deciding what important information to write down? The empty outline guides students in their note taking and can help teach students what information is important in any class lecture/unit. This is another versatile CAT that can help improve not only content knowledge but also listening and note taking skills.

9.  One Sentence Summary
    - This quick CAT helps the instructor gauge student understanding of key points and helps students practice their writing skills by filling in "Who did what to whom, when, where, how, and why?" It can be used for any information that can be presented in declarative form, such as events, facts, processes or reactions. One sentence summaries can become great discussion posts for online classes.

10. Ticket out the Door
    - Do students need incentive to pay attention in class? Immediate application of learning is one benefit of this CAT. After covering a topic in class, reserve 10-15 minutes at the end of class to show a related problem/topic. Students have that time to work through the problem (showing all of the steps) and present the solution to the instructor. If it's right, they have their ticket out the door. If it's incorrect, they go back to the desk to fix their work.

## Appendix C – Program Assessment

## Program Review Schedule

### 2019/2020

Auto Collision/Auto Mechanics
Computer Support Specialist, Computer Science, Networking, Web Development
Manufacturing Engineering Technology
* Radiology

### 2020/2021

Agriculture: Farm & Ranch, Ag Diesel
Computer Drafting
Criminal Justice
* Emergency Medical Science
General Education - Natural Science & Mathematics:  Biology, Chemistry,
   Mathematics, Physics
* Physical Therapy Assistant

### 2021/2022

* ADN-Nursing, LPN-Practical Nursing
Business & Paralegal
Construction (Building Trades)
General Education - Education & Physical Education
General Education - Fine Arts: Music
* Respiratory Therapy
Visual Media Design: Animation, Journalism, and Media Production

### 2022/2023

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

### 2023/2024

Cosmetology
Developmental Education
General Education - Humanities:  Economics, English, Foreign Language, Geography,
   Government, History, Philosophy, Religion, Speech
*Health Information Management
Machine Technology

 *Outside Accreditation Submit Self-Study and Annual Report

# Hutchinson Community College Program Review Guide

**Program Review**

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## I. Academic Affairs Office will request Data from Institutional Research, Office of Finance, and Curriculum/Assessment to be provided to Program Review Workgroup

- **Enrollment**
  - Number of students enrolled in program/area courses
  - Number of courses offered vs. courses populated with 12 students(+) per section
  - Number of student credit hours generated by program/area courses
- **Persistence**
  - Percent of program enrollment who persist from fall to spring
  - Percent of program enrollment who persist from fall to fall
- **Retention**
  - Percent of students who are retained within a course
  - Percent of students who are retained course to course
  - Percent of students retained in program/courses who are successful
- **Successful Outcomes**
  - Percent of students in program/courses who achieve course outcomes
  - Percent of concentrators who achieve program outcomes
  - Percent of students in program/courses who achieve institution-wide outcomes
- **Completion**
  - Percent of program/area completers within three years
  - Percent of certificates/degrees completers (per program/area)
- **Benchmarking**
  - Comparison to like institutions—direct instructional costs (per NCCBP)
  - Comparison to like institutions--student engagement/satisfaction (per CCSSE and Noel Levitz)
  - Transfer Performance (KBOR)
  - Retention/success, core academic areas/developmental (NCCPP)
- **Cost Effectiveness**
  - Number of full-time equivalent students per full-time equivalent faculty
  - Student headcount to faculty ratio
  - Cost per student credit hours of program/area
  - Pattern of general operating expenses within the program during past 3 years (e.g., budgeted line items, grants/donations/fund-raising projects, major equipment purchases vs. extraordinary expenditures)

o   Average class size
- **Data Specific to Program/Area Under Review**

## II. Department Chairs will form Program Review Workgroups (technical programs, general education/fine arts, developmental education)

- Workgroups determine how to achieve effective, valuable, meaningful discussions and recommendations
- Workgroups consist of:
    o   Representative full-time faculty who teach in the program/area
    o   Representative part-time faculty who regularly teach in the program/area
    o   One individual from outside the program/area (from industry, another institution, or another HUTCHINSON COMMUNITY COLLEGE program/area)
    o   Other persons who will contribute to the efficiency/effectiveness of the group
- Department chair(s) or leadership of program/area will convene/facilitate review work
- Workgroup will review/revise syllabi (course/program outcomes) and create program maps identifying where program outcomes are addressed, reinforced, emphasized (per the template)

## CONTENT DISCUSSION (Questions to Consider during Review.)

**1 .Capacity**--What is the capacity (size/scope) of the program/area given available resources?

**a**. How does breadth/depth of academic content support the program/area?
**b.** How are enrollment patterns (e.g., unduplicated headcount, FTE, retention rates—fall to spring, and credit hour production) per academic term trending within this program/area?  What denotes sufficient critical mass?

**c.** How many students are program completers (employed and unemployed)? How many students graduate? transfer? Have been placed in career employment? Have remained in Kansas?

**d**. What are student attrition rates? dismissals? withdrawals (passing and failing)?

**e.** What is the average time (credit hours or academic terms?) to certificate? credential? degree? transfer?

**f.** What is sufficient size/scope of the program/area to affirm it can be conducted effectively?

**g.** Does this information analysis suggest opportunities for consolidation, restructuring, partnering, and/or reinvention? What could these be?

**2. Demand**--What is the demand for the program/area by students? by business/industry? by

community? by service-area?

**External Demand—**

**a.** What are labor market (employment, average salary, projections) and workforce demand data (local, state, regional, national) for program/area enrollments? What are demand trends?

**b.** What is the likely potential for future growth given the current resources for the program/area? Is the program/area positioned for the future?

**c.** How is the program/area offered at a level that corresponds to the demand? How are scheduling patterns reviewed?

**d**. What other forces in the surrounding environment affect this program/area?

**e.** How does business/industry actively support this program/area (e.g., advisory committee, resources, donations, hiring graduates)?

**Internal Demand--**

**a**. What institutional demands are dependent upon this program/area?

**b**. What courses/other programs of study would suffer, or possibly fail, without this program/area?

**3. Curriculum--**How is the curriculum subjected to meaningful analysis? How/when are

additions/deletions/consolidation to course content discussed?

**a.** How has the curriculum been designed to provide integration among general education, applicable technical skills, appropriate workplace basic skills, or basic academic skills?

**b.** How many students participate in experiential learning opportunities (e.g., apprenticeships, internships, co-operative learning, practicums, preceptorships)?

**c.** When was the last reform/redesign to ensure comprehension of expanding

knowledge and current technology of the field? If more than 3 years, when is the next renovation planned?

**d.** How has the program/area successfully shifted the delivery of the curriculum to meet

the changing needs of the industry? of the students? of receiving programs of study?

**4.Quality of Program Outcomes—**What is measured with program/area outcomes? How are these attainable throughout the program? How are these validated and aligned with employment/transfer opportunities? How do program/area completers/graduates know they were successful?

**a**. How have completers/graduates fared on external assessments? In the area of student outcomes, what test scores on nationally standardized instruments measure attainment? What is the trend over time of completers/graduates on state/national professional licensure/ certification examinations?

**b.** Considering the percentage of students who participate/complete an industry-endorsed assessment, how could this number be increased?

c. What congruence exists between intended and actual learning outcomes? What evidence proves learning outcomes?

**d.** What are the degrees of stakeholder satisfaction—students, alumni, advisory council members, employers, transfer institutions?

**e**. What alumni records/placement data/measures indicate program/area success?

**f**. How well do students transfer into receiving baccalaureate institutions?

**g.** What involvement/influence do advisory council members have on curriculum, practices, and policies?

**h.** How well do program/area faculty achieve in measures of teaching effectiveness?

**i.** What is the program/area faculty track record in presenting at state/national conferences, achieving state/national recognition, or receiving recognition as experts in their fields?

**j**. What results document program/area quality? What is the external validation of quality? What evidence documents added-value?

**k.** To what degree, do outcomes mirror best practices of competition (industry, similar institutions, for-profit providers, baccalaureate institutions)?

**5. Impact, Justification, and Overall Essentiality**

**a**. What impact has this program/area had, or promises to have?

**b**. What is the connecting relationship between this program/area and achievement of the institutional mission?

**c.** How essential is this program/area to the institution?

**d**. Does this program/area serve students in ways that no other program does?

**e.** Does this program/area respond to a unique societal demand/need that the institution values?

**f.** How is this program/area linked with the institutional overall strategic plan?


**V. Determine "Opportunity Analysis"**

- **External Environmental Factors** (e.g., technology, financial, gainful employment, graduate wages, social, economic conditions, learner readiness, competition, learner interest/awareness, demographics, changing methods, regulations, legal implications, political impacts) What affects the institution that might create opportunities for this program/area?
- **Benchmarking**
  **a.** How do results compare with (e.g., other programs at HUTCHINSON COMMUNITY COLLEGE, similar programs at other institutions, local, state, regional, national) existing standards or benchmarks, and/or previous years for the program/area?
  **b.** What are possible reasons for the program/area results differing from those used for comparison?
- **Opportunities**
  **a.** What opportunities exist for the program/area to continue, but in a different format? Different delivery system? Different opportunity?

  **b.** Considering opportunities for productivity gains, what would enhance the program/area? And enhance student success?

  **c.** What partnerships might be available to increase efficiency and enhance capacity?

  **d.** What cost-containment measures could be implemented with restructuring or technological innovation?

  **e.** What is the program/area's strategy for integrating information technology?

  **f.** What are possible cooperative/collaborative relationships with other programs/areas? With other institutions?

  **g.** How do/can program/area faculty and staff advance new program ideas?

  **h.** What are the opportunities for combining courses/sections with other program/area units? Where can duplication be minimized?

  **i.** What is the potential for reengineering the way the curriculum is delivered?

  **j.** How is this program/area poised to transform itself in new/different ways?

- **Barriers--**What are the barriers to improving results? **2**
- **Other Analysis--**What other information do the data reveal?

**OUTCOME EXPECTATION**

**Follow up--determine**:

- o   trend lines, patterns, longitudinal comparative information
- o   rubrics/common set of evaluation tools for particular program
- o   timelines for action (cycle of follow-up, documentation, review)
- o   investment in new resources that will be required to expand program quality
- o   planning/budgeting/priorities of decisions
- o   what kind of decision-tree/rating system will weigh importance of items (e.g., high/medium/low, growing/stable/declining, exceptional/strong/adequate/weak)
- o   action plans after reviewing results (e.g., enrichment/expansion, consolidation/restructuring, modification, addition/reduction, elimination)

- **Write action improvement plan** (according to template) with indicators/results/ outcomes submitted annually to the Vice President of Academic Affairs.

| INDICATORS ↓ | OPPORTUNITY ANALYSIS | GOALS/ EXPECTATIONS (1-3) | RESPONSIBLE | TIMELINE | EXPECTED OUTCOMES | FOLLOW-UP PROJECTS |
|---|---|---|---|---|---|---|
| CAPACITY | | | | | | |
| DEMAND | | | | | | |
| CURRICULUM | | | | | | |
| QUALITY OF PROGRAM OUTCOMES | | | | | | |
| IMPACT, JUSTIFICATION, OVERALL ESSENTIALITY | | | | | | |

**Program Outcomes Assessment Report**

<table>
<tr><th colspan="13" style="text-align:center">HUTCHINSON COMMUNITY COLLEGE PROGRAM OUTCOMES ASSESSMENT</th></tr>
<tr><td colspan="13">Date:  2019-2020    Program: XXXXXX</td></tr>
<tr>
<th rowspan="2">Program Outcome</th>
<th rowspan="2">Mapped Courses</th>
<th rowspan="2">Teaching Methods</th>
<th rowspan="2">Assessment Methods</th>
<th colspan="3">Success Rate</th>
<th rowspan="2">Analysis</th>
<th rowspan="2">Actions to Improve Learning</th>
<th>Success Rate</th>
<th rowspan="2">Analysis</th>
<th rowspan="2">Actions to Improve Learning</th>
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<tr>
<th>2016/2017</th>
<th>2017/2018</th>
<th>2018/2019</th>
<th>2019/2020</th>
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</table>

**Appendix D – Institutional Assessment**

**Example Course Outcomes Information**

**EN101 - English Composition IA**
**Course Outcome Information**

1.  Use effective pre-writing techniques.
    - Instrument: Writing Assignment
    - Evaluation: Rubric
    - Achieve Scale: Percentage

*Competencies:*

    - Restrict topics for compositions.
    - Write a thesis or purpose statement for the topic.

*Institution-wide outcome associations:*

    - Communicating
2.  Write effective expository essays using a variety of methods, such as description, narration, exemplification, definition, classification, comparison and contrast, cause and effect, process analysis, thematic analysis, reader response, or a combination of
    - Instrument: Writing Assignment
    - Evaluation: Rubric
    - Achieve Scale: Percentage

*Competencies:*

    - Write essays incorporating appropriate diction, correct usage, and effective sentences.
    - Use the level of language appropriate to subject and audience.
    - Incorporate unified, coherent, and developed paragraphs.
    - Use proper manuscript format.

*Institution-wide outcome associations:*

    - Accessing and Manipulating Information
3.  Revise essays comprehensively.
    - Instrument: Writing Assignment
    - Evaluation: Rubric
    - Achieve Scale: Percentage

*Competencies:*

- Rewrite essays focusing on audience, voice, purpose, organization, and development.
- Correct errors in mechanics, grammar, and sentence structure.
- Produce final drafts that include revision.

### *Institution-wide outcome associations:*

- Critical Thinking
4. Complete research project using a variety of the following: library facilities, databases, the Internet, and interview strategies.
   - Instrument: Project
   - Evaluation: Rubric
   - Achieve Scale: Percentage

### *Competencies:*

- Gather and evaluate primary and secondary sources.
- Collect information from print and/or non-print sources.
- Use MLA style to accurately document evidence from selected sources.
- Employ appropriate note taking and bibliographic methods.
- Integrate source materials with signal phrases and parenthetical citations.
- Produce a Works Cited.
5. Demonstrate an understanding of nonfiction that enhances critical and analytical thinking, and evaluative processes, while developing reading and writing skills.
   - Instrument: Writing Assignment
   - Evaluation: Rubric
   - Achieve Scale: Percentage

### *Competencies:*

- Exhibit familiarity with fundamentals of nonfiction through critical reading.
- Identify and analyze thesis statements.
- Discern and explain strategies used to develop thesis statements.
- Critically evaluate readings and discuss ideas leading to writing clear, concise prose.

### *Institution-wide outcome associations:*

- Critical Thinking
- Communicating

HutchCC course outcomes are equivalent to the Kansas core outcomes.

# NR110 - Foundations in Nursing
## Course Outcome Information

1. Identify disease processes, conditions and environments that put the patient at risk for injury or complications, and describe basic nursing actions to promote safety. (Safety)
   - Instrument: Quiz or Test Questions (s)
   - Evaluation: Key
   - Achieve Scale: Percentage

### *Competencies:*

   - Recognize signs and symptoms of infection and inflammation.
   - Acknowledge a safe patient environment and identify environmental hazards.
   - Demonstrate the ability to maintain a sterile field and follow the rules for asepis.
   - Discuss basic nursing actions to promote safety.
   - Employ correct body mechanics and techniques for moving or ambulating patients.

### *Program outcome associations:*

   - Nursing - Associate Degree - 4 - Formulate safe and effective clinical judgements guided by the nursing process, clinical reasoning, and evidence-based practice. (I, II)
2. Explain common physiologic or psychologic responses requiring patient adaptation and effective nursing actions based on current evidence. (EBP)
   - Instrument: Quiz or Test Questions (s)
   - Evaluation: Key
   - Achieve Scale: Percentage

### *Competencies:*

   - Recognize when vital signs are abnormal and possible etiologies of changes in vital signs.
   - Identify signs and symptoms of pain and describe effective nursing interventions to alleviate pain.
   - Explain the infectious process and strategies to eliminate risks for infection.
   - Identify signs and symptoms of alterations in mental health, and intervene appropriately.

### *Institution-wide outcome associations:*

   - Critical Thinking

3. Recognize and utilize communication techniques that are effective and therapeutic for patients, and that facilitate clarity and teamwork for peers. (Teamwork & Collaboration (Communication), Patient Centered Care)
   - Instrument: Quiz or Test Questions (s)
   - Evaluation: Key
   - Achieve Scale: Percentage

*Competencies:*

   - Communicate therapeutically with patients, family members, staff, and peers.
   - Provide written communication/documentation that is clear and complete.

*Institution-wide outcome associations:*

   - Demonstrating Interpersonal Skills

*Program outcome associations:*

   - Nursing - Associate Degree - 1 - Integrate caring behaviors in practicing the art and science of nursing within a diverse population. (III, IV)
   - Nursing - Associate Degree - 7 - Demonstrate effective communication methods to manage client needs and to interact with other healthcare team members. (III)

4. Use technological resources to identify current best practice, provide health care information and privacy, and ensure safe patient care. (Informatics/Safety)
   - Instrument: Performance
   - Evaluation: Checklist
   - Achieve Scale: Grading Scale

*Competencies:*

   - Access and use information from required online resources.
   - Acquire experience using Electronic Health Records to document care.
   - Acquire experience using electronic medication supply and administration.
   - Use information and technology to prevent error.

5. Describe and document the Nursing Process and explain how it is used to plan and evaluate care of patients. (Patient Centered Care, EBP, Teamwork & Collaboration)
   - Instrument: Performance
   - Evaluation: Checklist
   - Achieve Scale: Grading Scale

*Competencies:*

   - Describe the collection and analysis of date for nursing assessment.
   - Identify a correctly written nursing diagnostic statement.

- Identify patient outcomes that are specific and measurable and patient centered.
- List characteristics of a correctly written and effective nursing intervention.
- Describe the evaluation process of measuring the expected outcomes and care plan modification.

***Program outcome associations:***

- Nursing - Associate Degree - 4 - Formulate safe and effective clinical judgements guided by the nursing process, clinical reasoning, and evidence-based practice. (I, II)
- Nursing - Associate Degree - 5 - Manage care and provide leadership to meet client needs using available resources and current technology. (II)
- Nursing - Associate Degree - 6 - Generate teaching and learning processes to promote and maintain health and reduce risks for a global population. (III, IV)

## HUTCHINSON COMMUNITY COLLEGE CO-CURRICULAR ASSESSMENT ACTION PLAN

| Year: 2020 | Club/Org: | |
|---|---|---|
| **Number of Meetings:** | | |
| **Number of Members:** | | |

| Indicators | 2017-20 Analysis<br>Due by April 7, 2020 | 2020-23 Explanation<br>Due by April 7, 2020 |
|---|---|---|
| **Goals for the Co-Curricular Activity** | | |
| **Co-Curricular Activity's Impact on Members' HutchCC Academic Experience** | | |
| **Outcome Assessment: Demonstrate the ability to think critically and make reasonable judgments by acquiring, analyzing, combining, and evaluating information.** | | |
| **Outcome Assessment: Demonstrate the skills necessary to access and manipulate information through various technological and traditional methods.** | | |
| **Outcome Assessment: Demonstrate effective communication through reading, writing, listening, and speaking.** | | |

Goals need to be SMART:  specific, measurable, attainable, relevant timely

| | | |
|---|---|---|
| **Outcome Assessment: Demonstrate effective interpersonal and collaborative skills.** | | |
| **Outcome Assessment: Demonstrate effective quantitative-reasoning and computational skills.** | | |

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Goals need to be SMART:  specific,measurable, attainable, relevant timely

# HUTCHINSON COMMUNITY COLLEGE CO-CURRICULAR ASSESSMENT ACTION PLAN

| Year: 2021 | Club/Org: | |
|---|---|---|

**Number of Meetings:**

**Number of Members:**

| Indicators ⬇ | 2020-21 Assessment<br>Due by April 6, 2021 | 2021 Follow-up Plan<br>Due by April 6, 2021 |
|---|---|---|
| **Goals for the Co-Curricular Activity** | | |
| **Co-Curricular Activity's Impact on Members' HutchCC Academic Experience** | | |
| **Outcome Assessment: Demonstrate the ability to think critically and make reasonable judgments by acquiring, analyzing, combining, and evaluating information.** | | |
| **Outcome Assessment: Demonstrate the skills necessary to access and manipulate information through various technological and traditional methods.** | | |
| **Outcome Assessment: Demonstrate effective communication through reading, writing, listening, and speaking.** | | |

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Goals need to be SMART:  specific, measurable, attainable, relevant timely

| Outcome Assessment: Demonstrate effective interpersonal and collaborative skills. | | |
| --- | --- | --- |
| | | |

Goals need to be SMART:  specific,measurable, attainable, relevant timely

# HUTCHINSON COMMUNITY COLLEGE CO-CURRICULAR ASSESSMENT ACTION PLAN

| Year: 2022 | Club/Org: | |
|---|---|---|
| **Number of Meetings:** | | |
| **Number of Members:** | | |

| Indicators | 2021-22 Assessment | 2022 Follow-up Plan |
|---|---|---|
| ⬇ | Due by April 5, 2022 | Due by April 5, 2022 |
| **Future Goals for the Co-Curricular Activity** | | |
| **Co-Curricular Activity's Impact on Members' HutchCC Academic Experience** | | |
| **Outcome Assessment: Demonstrate the ability to think critically and make reasonable judgments by acquiring, analyzing, combining, and evaluating information.** | | |
| **Outcome Assessment: Demonstrate the skills necessary to access and manipulate information through various technological and traditional methods.** | | |
| **Outcome Assessment: Demonstrate effective communication through reading, writing, listening, and speaking.** | | |

Goals need to be SMART:  specific,measurable, attainable, relevant timely

| | | |
|---|---|---|
| **Outcome Assessment: Demonstrate effective interpersonal and collaborative skills.** | | |
| **Outcome Assessment: Demonstrate effective quantitative-reasoning and computational skills.** | | |

Goals need to be SMART:  specific,measurable, attainable, relevant timely