



HUTCHINSON

COMMUNITY COLLEGE

Assessment Handbook

2025 - 2026

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SECTION 1 – FOUNDATIONS OF INSTITUTIONAL ASSESSMENT

Introduction

Welcome to the assessment handbook for Hutchinson Community College. This handbook serves as a comprehensive guide for faculty, staff, and administrators in understanding and implementing effective assessment practices that support student learning and institutional improvement.

Assessment is a vital component of our commitment to academic excellence and student success. At HutchCC, we believe that continuous, meaningful assessment enables us to evaluate the effectiveness of our programs, improve teaching and learning, and ensure accountability to our students, stakeholders, and accrediting bodies.

This work directly supports our mission: Expanding the tradition of excellence through learning and collaboration. Through thoughtful assessment, we gain valuable insights that guide decision-making, promote innovation, and strengthen our collaborative efforts to enhance student outcomes.

This handbook outlines the principles, processes, and tools that guide assessment at the course, program, and institutional levels. It provides clear procedures for setting learning outcomes, collecting and analyzing data, and using results to inform improvement strategies.

Whether you are new to assessment or seeking to deepen your understanding, this resource is designed to help you navigate the assessment process and actively contribute to a culture of evidence-based learning and institutional effectiveness.

Thank you for your commitment to fostering excellence at Hutchinson Community College.

Institutional Commitment to Assessment

Hutchinson Community College demonstrates a clear and ongoing institutional commitment to assessment to support evidence-based decision-making and continuous institutional improvement. Assessment processes are systematically integrated into the College's planning and evaluation structures and are aligned with the institution's mission, vision, and core values.

The College's mission "*Expanding the tradition of excellence through learning and collaboration*" provides the foundation for its assessment activities. In support of this mission, HutchCC engages in regular and systematic assessment practices designed to improve academic quality, student learning, and institutional effectiveness.

Vision Statement

Hutchinson Community College aspires to be "*the premier, two-year educational institution in Kansas, delivering accessible opportunities for learning, growth, and improved quality of life.*" This vision informs the College's commitment to collecting and analyzing data to ensure that educational programs and services remain relevant and responsive to the evolving needs of students and the community.

Core Values and Assessment Alignment

The College's core values further articulate the institutional culture that supports assessment:

- **Teaching and Learning:** Assessment is used to measure and improve student learning outcomes, ensuring that students and stakeholders are supported in developing the knowledge and skills necessary for academic and career success.
- **Integrity:** The College uses assessment to ensure that institutional practices are aligned with public accountability.
- **Service and Collaboration:** Assessment outcomes inform internal and external partnerships and support innovative practices to improve institutional effectiveness.
- **Tradition and Responsiveness:** The College uses assessment results to evaluate emerging trends and adapt strategies that honor tradition while supporting forward-thinking initiatives.
- **Leadership and Stewardship:** Data-informed decision-making and resource allocation are key components of the College's stewardship model, and assessment plays a central role in guiding leadership at all levels.

Through a culture of continuous improvement supported by comprehensive and meaningful assessment, Hutchinson Community College ensures that it remains mission-driven, student-centered, and accountable to its constituents.

Guiding Principles

Hutchinson Community College's assessment framework is guided by core principles that reflect the institution's mission and commitment to continuous improvement. These principles ensure that assessment practices are meaningful, collaborative, and results-oriented, serving both the academic and institutional goals of the College. The following foundational principles define the College's approach to assessment:

- **Student-Centered:** At Hutchinson Community College, assessment is fundamentally designed to enhance student learning and support academic achievement. All assessment activities are aligned with the goal of improving educational outcomes and fostering student success across instructional and co-curricular programs.
- **Collaborative:** Effective assessment at HutchCC requires active engagement from faculty, staff, and administrators. The College promotes a culture of shared responsibility, where all stakeholders contribute to the development, implementation, and evaluation of assessment processes. This collaborative model supports a cohesive and institution-wide commitment to quality improvement.
- **Transparent:** HutchCC is committed to transparency in assessment practices. Processes, methodologies, and results are documented, accessible, and communicated in ways that are clear and meaningful to internal and external stakeholders. Transparency supports accountability and encourages broad participation in data-informed decision-making.
- **Sustainable:** The College emphasizes the importance of developing and maintaining assessment systems that are both effective and manageable. HutchCC's assessment processes are intentionally designed to be efficient, scalable, and integrated into existing institutional structures to ensure long-term sustainability.
- **Improvement-Focused:** Assessment at Hutchinson Community College is not an end but a tool for continuous improvement. Data generated through assessment efforts are systematically analyzed and used to inform instructional strategies, enhance student support services, and guide institutional planning and resource allocation.

These guiding principles ensure that assessment at Hutchinson Community College is purposeful, strategic, and integrated into the fabric of the institution, supporting its overarching mission of excellence in teaching, learning, and community engagement.

Assessment Process Overview

Hutchinson Community College maintains a systematic and comprehensive institutional assessment process designed to evaluate and enhance student learning, support services, and overall institutional effectiveness. This process aligns with the College's mission, strategic goals, and commitment to continuous improvement.

Assessment Framework

The College employs a multi-level assessment framework that includes program-level, institutional-level, and general education assessments. This framework ensures alignment between course learning outcomes, program competencies, and the broader Institution-Wide Outcomes (IWOs). All academic programs and support units are required to develop measurable learning outcomes and implement regular assessment cycles.

Data Collection and Analysis

Assessment activities utilize a variety of direct and indirect measures, including but not limited to standardized exams, capstone projects, student portfolios, course-embedded assessments, surveys (e.g., Graduate Questionnaire, Noel-Levitz Student Satisfaction Inventory), focus groups, and institutional data (retention, graduation rates). Data is systematically collected and analyzed to identify trends, strengths, and areas for improvement.

Reporting and Use of Results

Faculty and staff prepare annual assessment reports summarizing findings and recommended actions. These reports are reviewed by the Institutional Effectiveness Committee and academic leadership to ensure alignment with institutional priorities. Results inform resource allocation, curriculum development, student support enhancements, and strategic planning initiatives.

Closing the Loop

The College emphasizes “closing the loop” by implementing improvements based on assessment findings and subsequently reassessing to determine the effectiveness of those interventions. This iterative process fosters a culture of evidence-based decision-making and accountability.

Continuous Improvement

The assessment process is integrated into the College's broader quality assurance system, supporting accreditation compliance and institutional accreditation standards. Professional development opportunities are provided to faculty and staff to enhance assessment literacy and promote best practices.

Through this structured and ongoing assessment process, Hutchinson Community College demonstrates its commitment to fostering student success, advancing educational quality, and ensuring institutional effectiveness.

Roles and Responsibilities

At Hutchinson Community College, assessment is a shared responsibility across all levels of the institution. The College has established clearly defined roles to ensure that assessment processes are systematically implemented, collaboratively supported, and aligned with institutional priorities. The following delineation of responsibilities ensures accountability, consistency, and a culture of continuous improvement.

Faculty

Faculty members serve as the primary agents for the development and evaluation of student learning outcomes at the course and program levels. Their responsibilities include:

- Designing measurable course and program learning outcomes.
- Implementing appropriate assessment tools and methodologies.
- Analyzing results to evaluate instructional effectiveness and student achievement.
- Using assessment findings to inform instructional planning and improve teaching and learning.

Department Chairs and Program Coordinators

Department Chairs and program coordinators provide academic leadership in facilitating program-level assessment. Their responsibilities include:

- Coordinating the development and alignment of program outcomes with institutional goals.
- Supporting faculty in the collection and analysis of assessment data.
- Ensuring timely and accurate submission of program-level assessment reports.
- Promoting the use of assessment results for curricular improvement and program development.

Assessment Subcommittee

The Assessment Subcommittee serves as a central body for the oversight and advancement of assessment practices across the College. This committee is responsible for:

- Providing institutional guidance on assessment policies, procedures, and best practices.
- Reviewing and offering feedback on assessment plans and program review reports.

- Promoting a culture of meaningful, sustainable, and improvement-driven assessment.

Institutional Research (IR)

Institutional Research supports assessment activities by ensuring access to accurate and relevant data. Key responsibilities include:

- Assisting in the design of data collection instruments and assessment methodologies.
- Collecting, analyzing, and reporting institutional and programmatic data.
- Supporting academic departments and administrative units with data-driven decision-making.
- Ensuring that data used in assessment processes is reliable, valid, and appropriately documented.

Vice President of Academic Affairs

The Vice President of Academic Affairs provides executive oversight of academic assessment and ensures its alignment with Hutchinson Community College's strategic goals and accreditation standards. Responsibilities include:

- Integrating assessment findings into academic planning and resource allocation.
- Ensuring that assessment activities contribute to institutional effectiveness.
- Supporting campus-wide initiatives that promote accountability, quality, and student success.
- Advocating for assessment as a critical component of institutional excellence.

This structured approach ensures that assessment at Hutchinson Community College is systematically led, supported, and applied to achieve continuous improvement in teaching, learning, and institutional performance.

SECTION II – COMPREHENSIVE ASSESSMENT PRACTICES AND REPORTING

Institutional Assessment

Hutchinson Community College employs a comprehensive system of both direct and indirect assessment instruments, encompassing internal and external measures to evaluate institutional effectiveness and support continuous improvement. These tools are strategically applied across the student lifecycle—from entry to completion—to ensure that the College’s mission, outcomes, and strategic priorities are being met.

Assessment instruments are used to collect meaningful data related to student learning, academic achievement, engagement, satisfaction, and post-graduation outcomes. Direct assessments provide measurable evidence of student performance, while indirect assessments capture perceptions, experiences, and broader indicators of institutional quality.

These instruments are integrated into the College’s broader assessment framework and are utilized consistently to inform decision-making at the course, program, and institutional levels. Hutchinson Community College’s commitment to ongoing assessment ensures that institutional goals are evaluated systematically and that findings lead to actionable improvements in teaching, learning, and student support services.

Institution-Wide Outcomes Assessment (IWOs)

Hutchinson Community College has established a comprehensive set of Institution-Wide Outcomes (IWOs) that serve as a foundational framework for student learning across all academic and instructional programs. These outcomes are intentionally designed to extend beyond the general education curriculum and apply to all courses and programs offered by the institution. Every course at HutchCC is aligned with at least one Institution-Wide Outcome, ensuring a cohesive and integrated approach to student learning and assessment.

The IWOs are regularly reviewed and approved by the College’s Representative Assembly, which ensures that they remain current, relevant, and aligned with the institution’s mission, core values, and strategic goals. Student achievement of these outcomes is assessed through multiple channels, including course-level assessment, program review processes, and institution-wide assessment instruments. This multi-level approach promotes consistency and continuity in evaluating student learning across the institution.

To further support valid and reliable assessment, rubrics were developed to establish common standards and consistent criteria for measuring student performance on each outcome. These rubrics serve as essential tools for faculty and departments in evaluating and reporting outcomes-based learning data.

The five Institution-Wide Outcomes at Hutchinson Community College are:

I. Critical Thinking

Students will demonstrate the ability to think critically and make reasonable judgments by acquiring, analyzing, synthesizing, and evaluating information from diverse sources.

II. Information and Technology Literacy

Students will demonstrate the skills necessary to access, evaluate, and utilize information effectively through both technological and traditional methods.

III. Communication

Students will demonstrate effective communication skills through reading, writing, listening, and speaking in a variety of contexts.

IV. Interpersonal and Collaborative Skills

Students will demonstrate the ability to work effectively with others through teamwork, collaboration, and respectful interpersonal engagement.

V. Quantitative Reasoning

Students will demonstrate effective quantitative-reasoning and computational skills necessary to solve problems and interpret data in academic and real-world contexts.

These Institution-Wide Outcomes reflect Hutchinson Community College's commitment to equipping students with the essential skills and competencies needed for academic, professional, and civic success. The integration of these outcomes into the curriculum ensures alignment with institutional learning goals and provides a structured basis for assessing student achievement at multiple levels.

Program Review and Continuous Improvement

Hutchinson Community College maintains a structured and comprehensive Program Review process that ensures academic programs remain current, relevant, and aligned with both institutional goals and student needs. Program Review serves as a foundational mechanism for continuous assessment and supports curriculum improvement, resource planning, and institutional effectiveness.

Each academic program participates in a cyclical review process that includes:

- A thorough, data-informed self-assessment conducted on a scheduled cycle.
- Evaluation of enrollment trends, completion rates, assessment data, and labor market relevance.

- An annual update documenting ongoing improvement efforts, outcome tracking, and strategic planning activities.

This structured process ensures that programs are consistently reviewed considering both internal benchmarks and external expectations, allowing departments to maintain academic integrity and respond to emerging trends and stakeholder needs.

Accredited Programs

Programs that hold discipline-specific or external accreditation are permitted to submit their required accreditation self-study documents and annual updates in lieu of the College's internal Program Review. These submissions fulfill the institution's review requirements while ensuring that specialized standards set by external accrediting bodies are met.

General Education Program Review

As part of the broader institutional commitment to general education, Hutchinson Community College conducts individual program reviews and annual updates across general education disciplines. These reviews are aligned with the College's Institution-Wide Outcomes and ensure that general education courses support students in developing foundational skills essential for academic and career success.

The following general education areas participate in this structured Program Review and annual update process:

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

Each discipline conducts its own review and submits findings and updates that inform both departmental planning and institution-wide improvement strategies.

This systematic approach to Program Review reflects Hutchinson Community College's commitment to data-driven decision-making, accountability, and the continuous enhancement of academic quality.

Syllabus Standardization and Course-Level Assessment

At Hutchinson Community College, consistency in course delivery and assessment is ensured using a common syllabus for each course. These syllabi are formally developed and approved through a structured governance process that includes departmental review, the Curriculum Committee, the Representative Assembly, and final approval by the Board of Trustees. This process ensures that course content, learning expectations, and assessment practices are clearly articulated and institutionally endorsed.

Each common syllabus includes the following standardized components:

- **Measurable Course Outcomes and Competencies:** Clearly defined learning outcomes and competencies that must be addressed in the delivery of the course.
- **Required Assessment Instruments:** A list of common assessment tools that are required for use by all instructors teaching the course. These instruments represent the minimum assessment expectations; instructors may supplement them with additional tools at their discretion.

This standardized approach ensures institutional consistency in teaching and assessment, regardless of instructional modality (e.g., face-to-face, hybrid, or online) or location (e.g., main campus, outreach sites, or dual-credit partnerships).

Reporting and Use of Course-Level Assessment Data

Following the administration of required assessment instruments, faculty members report outcome-specific assessment data, which includes:

- The number of students enrolled at the time of the assessment.
- The number of completers (students who completed the assessment instrument).
- The number of achievers (students who successfully met the performance standard).
- Any relevant qualitative notes or observations about the assessment instrument or process.

This data is collected, compiled, and used for multiple institutional purposes, including:

- Program Reviews
- Reporting to the Kansas Board of Regents (KBOR)
- Departmental analysis and instructional planning

- Longitudinal tracking of course-level performance trends

Each faculty member receives a spreadsheet summarizing their assessment data, enabling them to make comparative analyses across semesters and adjust instructional strategies accordingly to enhance student learning outcomes. This feedback loop ensures that assessment is not only a compliance measure but a meaningful part of Hutchinson Community College's continuous improvement cycle.

Indirect Assessments

HutchCC Student Academic and Co-Curricular Experience Survey

As part of its institutional commitment to continuous improvement and the enhancement of student learning and development, the institution administers the Student Academic and Co-Curricular Experience Survey during the academic year. This assessment instrument is designed to evaluate the effectiveness and impact of academic and co-curricular engagement on student outcomes, including intellectual growth, personal development, and overall student success.

For the purposes of this assessment, *co-curricular activities* are defined as structured learning experiences, programs, and initiatives that are intentionally aligned with the institution's mission and values and are designed to complement and enhance the formal academic curriculum.

Noel-Levitz Student Satisfaction Inventory (SSI)

Hutchinson Community College has employed the Noel-Levitz Student Satisfaction Inventory (SSI) as a standardized assessment instrument since its initial administration in 2000. Conducted on a biennial basis, the SSI provides longitudinal data on student satisfaction and the relative importance students assign to various aspects of their educational experience.

This assessment supports the institution's commitment to continuous improvement by identifying strengths and opportunities related to student services, academic experiences, and campus life. The Noel-Levitz SSI enables the College to align institutional priorities with student expectations, ensuring that planning and resource allocation are responsive to student needs and consistent with the College's mission and strategic goals.

The next administration of the Noel-Levitz Student Satisfaction Inventory is scheduled for Spring 2026.

HutchCC Graduate Questionnaire

As part of the comprehensive evaluation process, graduates are invited annually to complete the Graduate Questionnaire, which solicits reflective feedback regarding the extent to which their educational experiences have contributed to the attainment of key Institution-Wide Outcomes (IWOs). The instrument employs a combination of multiple-choice and open-ended questions to

capture both quantitative and qualitative insights, facilitating a nuanced understanding of student learning and institutional impact.

Annual Reports Completed

College Board's Annual Survey of College

Hutchinson Community College regularly submits institutional data to the College Board for inclusion in its publicly accessible database. This platform serves as a widely used resource for prospective students, parents, and secondary school counselors, offering comprehensive and standardized information on postsecondary institutions.

The data submitted by the College includes details on academic programs, tuition and fees, admission requirements, financial aid opportunities, student-faculty ratios, campus life, and key application deadlines. Participation in this national reporting process supports transparency, informed decision-making, and the College's broader commitment to access and outreach.

Higher Learning Commission (HLC) 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

Hutchinson Community College submits required institutional data to the U.S. Department of Education through the Integrated Postsecondary Education Data System (IPEDS). This data is subsequently made publicly available via the College Navigator platform, which serves as a centralized resource for prospective students, families, policymakers, and other stakeholders.

Reported information includes, but is not limited to tuition and fees, financial aid distribution, net price calculations, student enrollment figures, admissions criteria, retention and graduation rates, academic programs and majors, services for military and veteran students, varsity athletic participation, institutional accreditation status, campus safety and security statistics, and federal student loan cohort default rates.

Participation in IPEDS ensures compliance with federal reporting requirements and promotes transparency in alignment with Hutchinson Community College's commitment to accountability and informed student decision-making.

Kansas Board of Regents

Hutchinson Community College conducts regular review and submission of required institutional reports to the Kansas Board of Regents on an annual and biennial basis. The following is a

representative list of reports submitted in compliance with state reporting requirements and in support of institutional accountability, planning, and continuous improvement:

- Kansas Association of Community College Business Officers (KACCBO) Enrollment Data Report
- Kansas Postsecondary Database (KSPSD) Report
- Perkins Follow-Up Report

National Community College Benchmark Project (NCCBP)

Hutchinson Community College submits data to the National Community College Benchmark Project (NCCBP) to facilitate comparative analysis with peer institutions and support the measurement of institutional effectiveness. This benchmarking process enables the College to evaluate performance across a range of key indicators and to identify opportunities for improvement.

Metrics included in the NCCBP comparison encompass transfer rates, completion rates, distribution of credit hours, student performance at transfer institutions, student satisfaction and engagement levels, goal attainment, retention rates, success rates, and market penetration. The insights gained through this data inform strategic planning, resource allocation, and institutional effectiveness initiatives aligned with the College's mission and goals.

National Community College Cost and Productivity Project (NCCCPP)

Hutchinson Community College submits institutional data to the National Community College Cost & Productivity Project (NCCCPP) to support benchmarking and comparative analysis across peer institutions. The data collected through this initiative allows the College to evaluate program-level cost-effectiveness and instructional productivity in relation to other community colleges nationwide.

Reports generated by the NCCCPP include key performance indicators such as instructional cost per student credit hour, percentage of student credit hours taught by faculty classification, and student-to-faculty ratios. This information is used to inform resource allocation, program evaluation, and strategic planning, in alignment with the College's commitment to operational efficiency and academic quality.

Peterson's Annual Survey of Undergraduate Institutions

Hutchinson Community College regularly submits institutional data to Peterson's, a nationally recognized college information resource. This information is published on Peterson's website, which serves as a valuable tool for prospective students, parents, and secondary school counselors to research and compare postsecondary institutions.

The data provided includes comprehensive details about academic programs, tuition and fees, admission requirements, faculty profiles, athletic offerings, student-faculty ratios, campus life, and application deadlines. Participation in this reporting process supports transparency and aids prospective students in making informed enrollment decisions.

SECTION III – ASSESSMENT RESULTS UTILIZATION AND CONTINUOUS IMPROVEMENT

Use of Assessment Results

Assessment results are systematically utilized to:

- Enhance curriculum design and instructional practices to better support student learning outcomes.
- Strengthen student support services to address identified needs and promote academic success.
- Guide resource allocation and inform institutional strategic planning aligned with demonstrated priorities.
- Fulfill requirements set forth by accrediting agencies and supporting compliance efforts.
- Foster institutional transparency and accountability through the dissemination of assessment findings to stakeholders.

It is important to note that assessment data are not employed for the purpose of individual faculty evaluation.

Documentation and Reporting Tools

Faculty and academic departments are required to utilize standardized instruments to guide assessment planning and reporting processes. These instruments include the Program Review Template, Curriculum Mapping Tool, Learning Outcome Rubrics, Institution-Wide Rubrics and data provided by Institutional Research.

All completed documentation and related materials are securely maintained in the College's centralized assessment repository to ensure accessibility, consistency, and institutional accountability.

Continuous Improvement and Closing the Loop

Closing the loop is a critical component of the assessment process, involving the deliberate use of assessment findings to implement meaningful changes and subsequently monitor their effectiveness. This iterative process ensures that data collection leads to tangible improvements in student learning and institutional effectiveness. Examples of actions taken to close the loop include:

- Revising course content, instructional strategies, or assessment methods to better align with desired outcomes.
- Updating program curricula to reflect current academic standards and workforce needs.
- Enhancing academic advising and student support services based on identified gaps or opportunities.

Departments are responsible for documenting how assessment results have informed decisions and the extent to which these changes have contributed to improved outcomes. Merely collecting data does not foster a culture of assessment; it is essential that assessment information reaches appropriate campus stakeholders who analyze the data and make evidence-based decisions to refine practices and policies.

At Hutchinson Community College, the following practices exemplify effective closing of the assessment loop:

- **Course-Level Analysis:** Faculty analyze course outcome data, including metrics on student completion and achievement, and subsequently adjust instructional approaches to enhance learning. Department chairs receive this data to facilitate faculty discussions focused on improving teaching and learning strategies.
- **Program Review:** A collaborative program review team—comprising faculty, department chairs, and program supervisors—evaluates assessment results alongside supplementary research to recommend and implement programmatic improvements.
- **Institutional Governance:** Leadership groups such as President’s Council, Department Chair Council, and Representative Assembly review assessment findings from various instruments to inform institutional decision-making and strategic planning.
- **Dissemination and Transparency:** The college promotes transparency and engagement through a public assessment website and an annual assessment showcase during Fall Professional Learning Days, which provide forums for sharing data, fostering dialogue, and encouraging continuous improvement initiatives.

These integrated practices ensure that assessment is a dynamic process that drives continuous institutional enhancement and student success.

Appendix A

Assessment Subcommittee Charter

Vision/Mission Statement

Expanding our tradition of excellence by fostering a culture of continuous learning, collaboration, and meaningful assessment that drives growth and innovation.

Purpose Statement

The Assessment Subcommittee provides guidance in the areas of student learning and the assessment process. The subcommittee reviews assessment data and provides results and findings to the Teaching and Learning Committee and the College for continuous improvement. The subcommittee also reviews the assessment process to ensure effectiveness.

Data Collection

- Academic Course Outcome Reporting
- Institution-Wide Outcome Rubric Reporting
- Student Academic and Co-Curricular Experience Survey
- Graduate Questionnaire
- Ruffalo Noel-Levitz Student Satisfaction Survey
- Others (i.e., placement assessments)

Objectives

- Guide efforts to assess and improve student learning at HutchCC, both inside and outside the classroom
- Analyze information on assessment data and opportunities for student learning improvement.
- Refine strategies for assessing institution and course outcomes.
- Facilitate the systemic deployment of assessments across the institution.
- Report results and findings on assessment data through a process of information evaluation and dissemination.

Resources

The Assessment Subcommittee will work closely with the Curriculum and Assessment Coordinator. Additional input and/or representation may be requested from the following groups:

- Faculty
 - full-time
 - part-time
- Students
- Online Education
- Outreach

- Non-academic work units
- Co- and extra-curricular leaders
- Off-site stakeholders
- Institutional Research

Meeting Time

The Assessment Subcommittee members will meet on the first Wednesday of the month at 4:00 p.m.

Communication

This subcommittee reports directly to the Teaching and Learning Committee. Other groups with whom this subcommittee may communicate include the Skill Enhancement and Employment Development Committee (SEED), the Department Chairpersons Council, and the Strategic Planning Council.

Assessment and Evaluation

Evaluation of the subcommittee is assessed through clear objectives, regular feedback, and the effectiveness of data driven assessment decisions within the institution.

Assessment Subcommittee Membership

The Assessment Subcommittee will be a standing subcommittee under the Teaching and Learning Committee.

Curriculum and Assessment Coordinator (Permanent Member)

Department I Representative

Department II Representative

Department III Representative

Department IV Representative

Department V Representative

Department Chair Representative

HNFA Representative

Online Education Representative

Outreach Representative

Part Time Faculty Member

Student Services Representative

Institutional Research (As Needed)

Enrollment Management (As Needed)

Student Representative

Appendix B
Institution-Wide Outcomes Rubrics

Hutchinson Community College's Critical Thinking Rubric

(Modified from AAC&U's Critical Thinking VALUE Rubric)

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, evidence, artifacts, and events before formulating a conclusion.

Institution-Wide Outcome I: Demonstrate the ability to think critically and make reasonable judgments by acquiring, analyzing, combining, and evaluating information.

Criteria	Exemplary	Proficient	Inadequate
Identification and Explanation of Issues	Issue to be considered critically is stated clearly and comprehensively, delivering all information necessary for full understanding.	Issue to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue to be considered critically is stated without clarification or description, or description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.
Use of Information	Information is taken from credible source(s) with enough evaluation to develop a comprehensive analysis or synthesis. Experts' viewpoints are questioned thoroughly.	Information is taken from credible source(s) with enough evaluation to develop a coherent analysis or synthesis. Experts' viewpoints are subject to questioning.	Information is taken from source(s) with limited interpretation/evaluation, and not enough to develop a coherent analysis or synthesis. Experts' viewpoints are taken as fact or mostly fact
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates contexts when presenting a position.	Identifies own and others' assumptions and some relevant contexts when presenting a position	Shows a limited or emerging awareness of present assumptions (sometimes labels assertions as assumptions). Identifies limited contexts when presenting a position
Student's position (perspective, thesis, or hypothesis)	Specific position takes into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged	Specific position is unstated, or stated but simplistic and obvious, or only acknowledges limited sides of an issue.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives in priority order	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly	Conclusion is inconsistently tied to information; some related outcomes are oversimplified

Hutchinson Community College's Information Literacy Rubric

(Modified from AAC&U's Critical Thinking VALUE Rubric)

Definition: The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Institution-Wide Outcome II: Demonstrate the skills necessary to access and manipulate information through various technological and traditional methods.

Criteria	Exemplary	Proficient	Inadequate
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Primary and secondary information sources selected directly relate to concepts or answer research question	Defines the scope of the research question completely. Determines key concepts. Primary and secondary information sources selected relate to concepts or answer research questions	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Primary and secondary information sources selected no more than generally relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using search strategies and appropriate information sources	Accesses information randomly without a search strategy; retrieves information that lacks relevance and quality
Evaluate Information and its Sources Critically	Chooses strongest information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used, such as: •relevance to the research question •currency •authority •audience •bias or point of view.	Chooses a limited variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria, such as: • relevance to the research question •currency •authority •audience.	Chooses only a few or poor information sources. Selects sources using limited criteria, such as relevance to the research question
Use Information Effectively to Accomplish a Specific Purpose	Synthesizes, organizes, and communicates information from sources to fully achieve a specific purpose, with clarity and depth.	Synthesizes, organizes, and communicates information from sources to achieve a specific purpose	Poorly communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Incorporates correctly all of the following information use strategies: • use of citations and references • choice of paraphrasing, summary, or quoting • using information in ways that are true to original context • distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Incorporates largely correct information use strategies, including: • use of citations and references • choice of paraphrasing, summary, or quoting • using information in ways that are true to original context • distinguishing between common knowledge and ideas requiring attribution. Generally demonstrates an understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Poorly incorporates or lacks one of the following information use strategies: use of citations and references • choice of paraphrasing, summary, or quoting • using information in ways that are true to original context • distinguishing between common knowledge and ideas requiring attribution and/or demonstrates an inadequate understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Hutchinson Community College's Communication Rubric

(Modified from AAC&U's Reading, Written Communication, and Oral Communications VALUE Rubrics)

Institution-Wide Outcome III: Demonstrate effective communication through reading, writing, listening, and speaking.

Criteria	Exemplary	Proficient	Inadequate
Reading	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message(s) (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Understands the author's explicit message(s); draws basic inferences about context and purpose of text.	Unable to understand the author's message(s) and/or does not draw basic inferences about context and purpose of text.
Writing	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices. Uses language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, presentation, formatting, and stylistic choices. Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Does not follow expectations appropriate to a specific discipline and/or does not use a consistent system for basic organization, content, presentation, formatting, and stylistic choices. Errors in usage at times impede meaning
Listening	Is attentive, courteous, and sensitive to the ideas, tone, and purpose of presentation. Demonstrates intellectual curiosity, attention to the task, and sensitivity to others to help create a productive climate for the open expression of ideas	Is courteous and willing to listen to and consider the ideas of others. Does not hinder the open expression of ideas.	Is unwilling to listen to and/or consider the ideas of others and may hinder the open expression of ideas through inappropriate nonverbal or verbal behavior.
Speaking	Language choices and supporting materials are imaginative, memorable, and compelling, and enhance the effectiveness of presentation. Language is appropriate to the audience. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make presentation compelling, and speaker appears polished and confident	Language choices and supporting materials are thoughtful and generally enhance the effectiveness of presentation. Language is appropriate to the audience. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make presentation interesting, and speaker appears comfortable.	Language choices are unclear and minimally support the effectiveness of presentation. Language is not appropriate to the audience. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of presentation, and/or speaker appears uncomfortable

Hutchinson Community College's Interpersonal and Collaborative Skills Rubric

Definition: Skills that help foster productive environment through face-to-face effective and competent communication that is both verbal and non-verbal in nature.

Institution-Wide Outcome IV: Demonstrate effective interpersonal and collaborative skills.

Criteria	Exemplary	Proficient	Inadequate
Demonstrate an ability to apply effective communication techniques within a variety of contexts.	Possesses strong active listening, verbal, and nonverbal skills that are utilized wisely when communicating with others. Self-disclosure is judicious. Follows oral instruction.	Possesses active listening, verbal, and nonverbal skills that are generally utilized when communicating with others. Self-disclosure is adequate. Responds to oral instructions with skill most of the time	Does not demonstrate active listening, verbal, and nonverbal skills when communicating with others. Self-disclosure is lacking and/or impulsive. Student misses key information when delivery is oral rather than written
Assume shared responsibility for collaborative work	Recognizes personal role as well as the role of others within the group and utilizes individual strengths and talents to impact the final product.	Once role(s) within the group is(are) identified to the student, the student is able to utilize personal strengths and talents to impact the final product. Student avoids dogmatic behavior.	Student is unable to recognize or accept role within the group, resulting in little to no impact on the final product. Student fails to participate or stymies the group. Student can be dogmatic
Views criticism as an opportunity for growth and change	Accepts criticism nondefensively in order to measure and improve performance. Listens closes, processes the information, and adjusts accordingly	Immediate response to criticism may be defensive. Student is eventually able to utilize criticism to measure and improve performance	Immediate and continuous response to criticism is evasive and/or dismissive. Student rationalizes mistakes or poor performances by blaming others.
Demonstrates an awareness of the impact of gender and culture on interpersonal communication	Displays strong cultural intelligence when communicating in a small-group setting. Demonstrates sensitivity to the cultural constructs associated with gender. Adjusts communication style to respect the differences culture can create.	Displays cultural awareness when communicating in a small-group setting. Demonstrates some awareness of the cultural constructs associated with gender. At times adjusts communication style to respect the differences culture can create.	Does not recognize or demonstrates indifference to cultural differences and/or cultural constructs associated with gender. Fails to adjust communication style in recognition of the differences culture can create.
Demonstrates emotional intelligence when interacting with others and when monitoring self	Possesses strong personal competence comprised of self-awareness and self-management as well as social competence comprised of social awareness and relationship management	Demonstrates personal competence comprised of self-awareness and/or self-management. Student recognizes and responds appropriately to social cues.	Does not demonstrate personal competence or an ability to read and/or apply social cues

Hutchinson Community College's Quantitative Reasoning/Computational Skills Rubric

(Modified from AAC&U's Quantitative Literacy VALUE Rubric)

Definition: Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Institution-Wide Outcome V: Demonstrate effective quantitative-reasoning and computational skills.

Criteria	Exemplary	Proficient	Inadequate
Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.	Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.
Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate
Perform calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.).	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem	Calculations are attempted but are both unsuccessful and are not comprehensive.
Make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work
Make and evaluate important assumptions in estimation, modeling, and data analysis.	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Attempts to describe assumptions or does not do so at all.
Express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

Appendix C: Program Review Action Plan Template

HUTCHINSON COMMUNITY COLLEGE PROGRAM REVIEW

Date:		Program:				
Indicators ↓	Opportunity Analysis	Goals / Expectations (1-3)	Responsible	Timeline	Expected Outcomes	Follow-Up Projects
CAPACITY						
DEMAND						
CURRICULUM						
QUALITY OF PROGRAM						
IMPACT, JUSTIFICATION, OVERALL ESSENTIALITY						

Course Names for Program → Institution Wide Outcomes ↓	Enter Course Name Here												
	Course # Here												
Demonstrate the ability to think critically and make reasonable judgments by acquiring, analyzing, combining, and evaluating information.													
Demonstrate the skills necessary to access and manipulate information through various technological and traditional methods.													
Demonstrate effective communication through reading, writing, listening, and speaking.													
Demonstrate effective interpersonal and collaborative skills.													
Demonstrate effective quantitative-reasoning and computational skills.													

Name of Program - AA, AS, AGS, AFA, AAS, CERT A, CERT B, CERT C, CCOMP

Appendix D
Hutchinson Community College Syllabus Form
(Complete the sections in red. If modifying an existing course,
show all the changes made by leaving them in red.)

Hutchinson Community College

Course Syllabus

Course Number and Name (Title can be a max of 45 characters with spaces) Brief Title for Transcript
(maximum of 20 characters with spaces):

YEAR: Academic year the modified/new class would first be offered.

CREDIT HOURS: X Credit Hours

PREREQUISITES: Courses and/or test scores required before enrollment.

COURSE NOTES:

This information is to aid the student/advisor with extra information about the class that is not provided elsewhere on the syllabus.

CATALOG COURSE DESCRIPTION:

This is the major marketing piece for quickly letting a student/advisor know what the course covers. Therefore, make sure it is enticing but also brief.

HCC INSTITUTION-WIDE OUTCOMES:

VI. Demonstrate the ability to think critically and make reasonable judgments by acquiring, analyzing, combining, and evaluating information.

VII. Demonstrate the skills necessary to access and manipulate information through various technological and traditional methods.

VIII. Demonstrate effective communication through reading, writing, listening, and speaking.

IX. Demonstrate effective interpersonal and collaborative skills.

X. Demonstrate effective quantitative-reasoning and computational skills.

AREA OR PROGRAM OUTCOMES:

If the course is part of a specific area or program that has outcomes, please include them. Otherwise, you can leave this blank.

COURSE OUTCOMES AND COMPETENCIES:

This section lets a person know what will be covered in the course. Usually, a three-hour class has at least 5 outcomes with each outcome having at least three competencies. The competencies show how their outcome will be covered and measured. Bloom's Taxonomy is very helpful with creating measurable outcomes and competencies. Be sure to avoid using words that are hard to measure like "understand."

Outcomes have a maximum limit of 250 characters with spaces, and competencies have a maximum limit of 230 characters with spaces.

Example for the first two sets of outcomes and competencies:

1. Outcome
 - a. Competency
 - b. Competency
 - c. Competency
2. Outcome
 - a. Competency
 - b. Competency
 - c. Competency
3. Outcome
 - a. Competency
 - b. Competency
 - c. Competency
4. Outcome
 - a. Competency
 - b. Competency
 - c. Competency

COURSE ASSESSMENT AND EVALUATION:

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

List the major ways the class will be assessed. Remember that attendance cannot be graded. The above grading scale can also be modified if so needed.

Students will be assessed based upon the following:

1. Participation 2. Three examinations 3. Four papers 4. Classroom assignments/quizzes

ACCOMMODATIONS STATEMENT:

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

ACADEMIC HONESTY:

Education requires integrity and respect for HutchCC's institutional values. HutchCC students are required to maintain honesty through a "responsible acquisition, discovery, and application of knowledge" in all academic pursuits. Preserving and upholding academic honesty is the responsibility of HutchCC students, faculty, administrators and staff.

I. Student Responsibilities

All HutchCC students are required to:

- Submit all work in all courses without cheating, fabrication, plagiarism, dissimulation, forgery, sabotage, or academic dishonesty as defined below.
- Provide all academic records such as transcripts and test scores that are free of forgery.
- Refrain from participating in the academic dishonesty of any person.
- Use only authorized notes and student aids.
- Use technology appropriately, including refraining from submitting AI (Artificial Intelligence)-generated work without express written consent from your instructor.
- Protect the security of passwords/login/privacy/electronic files and maintain sole individual access for any online course information.

II. Definition of Academic Dishonesty

- Academic dishonesty is any intentional act, or attempted act, of cheating, fabrication, plagiarism, dissimulation, forgery, or sabotage in academic work.
- Cheating includes using unauthorized materials of any kind, whether hard copies, online, or electronic, such as unapproved study aids in any academic work, copying another student's work, using an unauthorized "cheat sheet" or device, or purchasing or acquiring an essay online or from another student.
- Fabrication is the invention or falsification of any information or citation in any academic work, such as making up a source, providing an incorrect citation, or misquoting a source.
- Plagiarism is the representation of words, ideas and other works that are not the student's own as being original to the student. A non-inclusive list of examples includes work completed by someone else, work generated by an external entity (such as AI), omitting a citation for work used from another source, or borrowing the sequence of ideas, arrangement of material, and/or pattern of thought of work not produced by the student, even though it may be expressed in the student's own words.
- Dissimulation is the obscuring of a student's own actions with the intention of deceiving others in any academic work, such as fabricating excuses for absences or missed assignments, or feigning attendance.

Forgery of academic documents is the unauthorized altering, falsification, misrepresentation, or construction of any academic document, such as changing

- transcripts, changing grades on papers or on exams which have been returned, forging signatures, manipulating a digital file of academic work, or plagiarizing a translation.
- Sabotage is any obstruction or attempted obstruction of the academic work of another student, such as impersonating another student, stealing or ruining another student's academic work. Aiding and abetting academic dishonesty is considered as knowingly facilitating any act defined above.
- Academic honesty violations can also include the omission or falsification of any information on an application for any HutchCC academic program.

III. Sanctions for Academic Dishonesty

Students who violate the Academic Honesty Policy may be subject to academic or administrative consequences.

Instructor Sanctions for Violation:

- Students suspected of violating the Academic Honesty Policy may be charged in writing by their instructor and any of the following may apply:
- Assign Avoiding Plagiarism Bridge Module
- Receiving written warning that could lead to more severe sanction if a second offense occurs
- Revising the assignment/work in question for partial credit
- Voiding work in question without opportunity for make-up
- Reducing the grade for work in question
- Lowering the final course grade
- Failing the work in question

Institutional Sanctions for Violation:

Students charged with academic dishonesty, particularly in instances of repeated violations, may further be subjected to an investigation and any of the following may apply:

- Instructor recommendation to the Vice President of Academic Affairs (VPAA) to dismiss the student from the course in which the dishonesty occurs
- Instructor recommendation to the VPAA to dismiss student from the course in which the dishonesty occurs with a grade of 'F.' Student will not be allowed to take a 'W' for the course
- Instructor recommendation to the VPAA that the student be suspended and/or dismissed from the program
- Student barred from course/program for a set period of time or permanently
- May be recommended by the instructor (after documented repeated offenses) to the VPAA that the student be placed on probation, suspended and/or dismissed from the institution.

IV. Procedure

- Instructor will communicate in writing via the student's HutchCC email account and/or LearningZone email account to the student suspected of violating the Academic Honesty Policy. That communication may include sanction(s). Department Chair will notify the student's academic advisor upon receipt of the Academic Honesty Violation Form.
- For each violation, the instructor will submit a completed Academic Honesty Violation Form to the Department Chair. Department Chair will notify the student's academic advisor upon receipt of the Academic Honesty Violation form.
- Should the instructor choose to pursue institutional sanctions, the instructor shall notify the student in writing via the student's HutchCC email account. Instructor shall also submit a completed Academic Honesty Violation Form and all prior completed forms regarding said student to the Department Chair and the office of the VPAA with recommendation to proceed with specific Institutional Sanctions. Department Chair will notify the student's academic advisor upon receipt of the Academic Honesty Violation Form.
- The decision of the VPAA on Institutional Sanction is final. The VPAA will notify the student's academic advisor of any institutional sanctions.

V. Due Process Rights

Students charged with violations of academic honesty have the right of appeal and are assured of due process through the Academic Honesty Appeal process.

Academic Honesty Appeal Process

I. Due Process Rights: Students charged with violations of academic honesty have the right of appeal and are assured of due process through the Academic Honesty Appeal process.

If an instructor has recommended course or program dismissal, the student may continue in coursework (providing there are no threatening or security behavioral issues) until appeal processes are concluded. However, if an issue has been documented at a partnership location (e.g., clinical sites, secondary institutions, correctional or military facilities), then the student is no longer eligible to continue participation in internships, apprenticeships, and/or clinical-based practice. For clinical sites, this sanction is immediate.

II. Process

If the student disagrees with the charge of a violation of academic honesty, the student has the right to due process as described in the Academic Honesty Appeal process below:

- If the matter is not resolved upon communicating with the instructor about the violation, the student shall, within five business days of the issuance of the written notice of violation, submit a completed Academic Honesty Appeal Form and supporting documentation to the appropriate department chairperson to initiate an Academic Honesty Appeal.
- Within two business days of receiving the student's completed Academic Honesty Appeal Form, the Department Chair and VPAA will review and the VPAA will render a decision. Within two business days, a response will be sent to the student's HutchCC email address. The VPAA's decision is final.

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. 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.

Appendix D
Course Outcomes Reporting Table Example

	Outcome	Enrolled	Completers	Achievers	Percent	Assessment Instrument	Teaching Modifications
1	Identify safety and personal health hazards according to OSHA guidelines.	0	0	0	0%		
2	Determine the different types of substrates and sanding materials relevant to auto-body surface preparation.	0	0	0	0%		
3	Identify the process to clean and prepare a substrate for paint.	0	0	0	0%		
4	Distinguish between the properties, uses and manufacturer specifications of metal treatments and primers.	0	0	0	0%		
5	Distinguish among the various types of spray guns and equipment.	0	0	0	0%		
6	Explore various paint codes and specifications for use.	0	0	0	0%		
7	Identify the various paint systems.	0	0	0	0%		
8	Explore the types of paint defects.	0	0	0	0%		
9	Distinguish between damage and non-damage related corrosion.	0	0	0	0%		
10	Identify final detail procedures.	0	0	0	0%		