



2016-2017

Hutchinson Community College  
Annual Assessment Report

# Hutchinson Community College 2016/2017 Annual Assessment Report By the Numbers

## Course Assessment

Course Outcomes Reporting

**90.6%** Achievement Rate



## Program Assessment

**17** Reviewed

ADN-Nursing  
LPN-Practical Nursing  
Business Administrative Technology - Accounting Services  
Business Administrative Technology - Office Support  
Business Management and Entrepreneurship  
Paralegal Transfer Business  
Physical Education  
Early Childhood Education  
Fine Arts: Music Education  
Construction  
Visual Media Design - Emphasis in Graphic Design/Web Technologies  
Media Communication and Production  
Journalism  
Respiratory Therapy  
Visual Media Design - Emphasis in Animation and Game Development

## Institutional Assessment

Critical Thinking Rubric Assessment

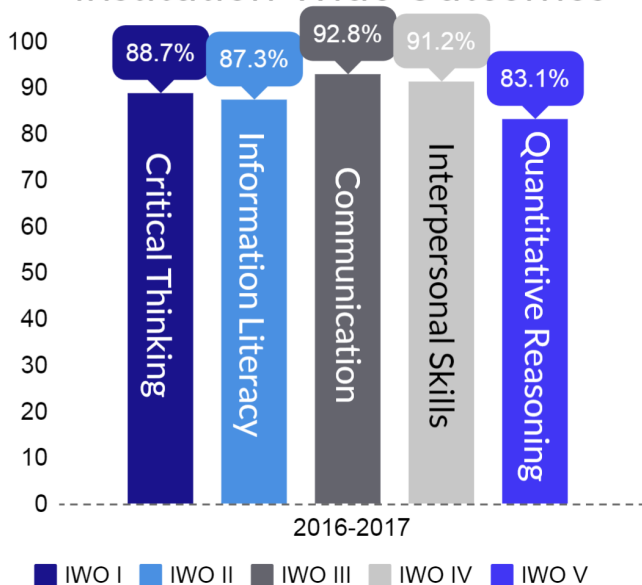
**90.2%** Achievement Rate

CAAP Critical Thinking Testing

**62.7** HutchCC Mean  
**60.2** National Mean



Achievement Rates for  
Institution-Wide Outcomes



WorkKeys Testing

HutchCC Students Have Skills  
Required for at Least

**69%** of Profiled Jobs

## EXECUTIVE SUMMARY

### Course Assessment

Course outcomes assessment data continues to display improvements in student learning. The data also indicated if students complete the assignment mapped to the course outcome, they successfully do so the majority of the time.

Three-Year Comparison of Achievement Rates for Course Outcomes									
	2014/2015			2015/2016			2016/2017		
	Fall 2014	Spring 2015	2014-2015	Fall 2015	Spring 2016	2015-2016	Fall 2016	Spring 2017	2016-2017
All Courses	86.8%	89.6%	88.6%	89%	91.10%	90%	90.3%	90.9%	90.6%

### Program Review (Assessment)

The following programs were reviewed during the 2016/2017 academic year:

- ADN-Nursing and LPN-Practical Nursing\*
- Business & Paralegal\*
- Construction
- Early Childhood Education and General Education - Education & Physical Education
- General Education - Fine Arts: Music
- Media Programs: Journalism, Media Communication & Production, and Visual Media Design
- Respiratory Therapy\*

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

### Institutional Assessment

#### Critical Thinking Rubric Assessment

This year, Hutchinson Community College launched the Critical Thinking Rubric, which was developed by the Assessment Subcommittee and based upon the AAC&U VALUE Rubric. The data indicated majority of HutchCC students are proficient or exemplary in terms of critical thinking. The Assessment Subcommittee will continue to collect critical thinking assessment data and expand the number of classes assessed to determine trends.

2016/2017 Critical Thinking Rubric Assessment Data					
	Classes Assessed	Completers of Course Outcome	Students Assessed as Proficient or Exemplary	Students Assessed as Inadequate	Critical Thinking Achievement Rate
Fall 2016	48	955	837	118	87.6%
Spring 2017	80	1134	1047	87	92.3%
2016/2017	128	2089	1884	205	90.2%

### **Course Outcomes Reporting**

The three-year comparison for institution-wide outcomes illustrates an overall improvement in student success and shows the majority of students who complete the assessment instrument do so successfully. Professional learning opportunities, including themed Teaching Tuesdays related to institution-wide outcomes, will continue to be offered as tools to improve success rates.

Three-Year Hutchinson Community College's Institution-Wide Outcomes Achievement Summary									
Institution-Wide Outcome	Fall 2014	Spring 2015	2014-2015	Fall 2015	Spring 2016	2015-2016	Fall 2016	Spring 2017	2016-2017
IWO I	85.4%	88.9%	87.1%	87.9%	89.7%	88.7%	88%	89.4%	88.7%
IWO II	84.9%	87.8%	86.3%	85.7%	87.1%	86.3%	86.9%	87.8%	87.3%
IWO III	92.4%	92.2%	92.3%	91.9%	93.1%	92.4%	91.9%	93.3%	92.8%
IWO IV	86.9%	93.8%	90.4%	90.8%	93.4%	91.9%	90.4%	92.2%	91.2%
IWO V	71.7%	77.8%	74.8%	78.8%	82.4%	80.9%	83.7%	82.6%	83.1%

### **CAAP Critical Thinking Testing**

While the HutchCC average remained above the national benchmark, the 2017 local mean for CAAP Critical Thinking Test scores increased from 2016 but is still below 2015 results. To improve the mean, both instructors and co-curricular advisors will stress critical thinking skills by utilizing HutchCC's Critical Thinking Rubric. To support these efforts, professional development activities are available.

Summary of CAAP Critical Thinking Test Scores					
	n	Local Mean	S.D.	National Mean	S.D.
2017 HutchCC Students	111	62.7	5.0	60.2	5.4
2016 HutchCC Students	100	62.1	4.9	60.5	5.3
2015 HutchCC Students	46	63.1	4.6	60.6	5.4

### **WorkKeys Testing**

Twelve graduating students from Automation Engineering Technology, Manufacturing Engineering Technology, and Welding programs completed the Applied Mathematics, Locating Information, and Reading for Information WorkKeys Tests. Based upon the average scores, Hutchinson Community College students have skills required for at least 69% of profiled jobs.

Hutchinson Community College Spring 2017 WorkKeys Results						
	Applied Mathematics		Locating Information		Reading for Information	
	Level Score	Scale Score	Level Score	Scale Score	Level Score	Scale Score
	Possible Range <3-7	65-90	Possible Range <3-6	65-90	Possible Range <3-7	65-90
Average	5.08	80.25	4	77.42	5	80.25

### **Hutchinson Community College Academic Experience Student and Faculty Surveys**

The data from the Academic Experience Student and Faculty Surveys illustrated the majority of both students and faculty view the academic experience at Hutchinson Community College positively. The majority of students stated their instructors' expectations in terms of assignments were hard but manageable.

### **Co-Curricular Assessment**

This year also marked the first year co-curricular activities completed the Co-Curricular Assessment Action Plan. These will be resubmitted and assessed on an annual basis.

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## **I. COURSE ASSESSMENT**

## I. Course Assessment Overview

Each course at Hutchinson Community College uses a common 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. To assist with creating course assessment and evaluation tools, an instructor should use Blooms' Taxonomy, 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 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 completed course outcomes reporting mechanism:

<b>EN214 816: Introduction to Cultural Studies: Fairy Tales</b>	<b>Enrolled:</b>	<b>Completers:</b>	<b>Achievers:</b>	<b>Percentage:</b>	<b>Notes (120 chars max)</b>
1. Explore the field of cultural studies	11	10	9	90%	Cultural Analysis Essay. More detailed di
2. Examine the tradition of fairy tales	11	10	10	100%	Final Exam. All students did a great job v
3. Increase an awareness of critical theory and its application on written and visual text	11	10	8	80%	Theoretical Analysis Essay. The papers v
4. Analyze the role that scholarly writing plays in society	11	9	8	89%	Scholarly Reaction Essay. An example e
5. Develop the ability to think critically about one's culture	11	11	9	82%	Discussions. I need to continue to stress
<b>EN214H003: Honors Introduction to Cultural Studies:FairyTales</b>	<b>Enrolled:</b>	<b>Completers:</b>	<b>Achievers:</b>	<b>Percentage:</b>	<b>Notes (120 chars max)</b>
1. Explore the field of cultural studies.	11	11	11	100%	Cultural Analysis Essay. Revised instruc
2. Examine the tradition of fairy tales.	11	11	9	82%	Final Exam. The two who did not achieve
3. Increase an awareness of critical theory and its application on written and visual text.	11	11	11	100%	Theoretical Analysis Essay. Need to stre
4. Analyze the role that scholarly writing plays in society.	11	9	9	100%	Scholarly Reaction Essay. Two students
5. Develop the ability to think critically about one's culture.	11	11	9	82%	Discussions: Film Responses. Two stud



### Three-Year Comparison of Achievement Rates for Course Outcomes

	2014/2015			2015/2016			2016/2017		
	Fall 2014	Spring 2015	2014/2015	Fall 2015	Spring 2016	2015/2016	Fall 2016	Spring 2017	2016/2017
All Courses	86.8%	89.6%	88.6%	89.0%	91.1%	90.0%	90.3%	90.9%	90.6%
BI101 General Biology	62.8%	58.3%	60.0%	67.0%	71.1%	68.9%	67.2%	70.4%	68.3%
EC100 Macroeconomics	84.6%	86.1%	85.7%	92.2%	87.5%	91.3%	100.0%	91.1%	96.3%
EC101 Microeconomics	87.0%	75.8%	79.1%	61.0%	100.0%	76.9%	96.8%	96.4%	96.5%
EN100/EN101 English Composition I	90.8%	90.3%	90.6%	89.5%	87.5%	89.0%	92.2%	88.6%	90.7%
EN102 English Composition II	87.5%	88.1%	88.0%	89.2%	95.3%	93.7%	81.9%	93.4%	90.4%
GE101 World Regional Geography	86.4%	86.0%	86.1%	83.6%	89.5%	86.8%	83.6%	78.9%	81.4%
GO100 American Government	85.3%	90.8%	90.0%	87.3%	92.8%	90.5%	79.7%	89.5%	85.3%
HI101 US History to 1877	-	88.9%	88.9%	69.7%	85.2%	78.2%	71.0%	76.1%	73.6%
HI102 US History since 1877	95.6%	88.3%	90.3%	69.3%	81.9%	75.3%	79.4%	85.9%	83.7%
IS104 Microcomputer Applications	81.6%	89.3%	87.3%	89.3%	95.2%	92.6%	85.1%	91.5%	87.8%
MA106 College Algebra	77.8%	76.8%	77.0%	73.3%	86.3%	80.1%	83.3%	85.6%	84.5%
MU101 Music Appreciation	91.5%	86.7%	88.3%	90.3%	84.4%	87.1%	92.7%	93.4%	93.1%
PL101 Introduction to Philosophy	87.5%	94.8%	92.7%	100.0%	97.3%	98.6%	98.8%	99.4%	99.1%
PL104 Ethics	94.9%	98.3%	97.5%	95.9%	93.7%	94.9%	95.2%	99.8%	97.3%
PS100 Introduction to Psychology	66.1%	88.5%	81.1%	82.4%	82.2%	82.2%	79.7%	84.3%	82.1%
PS102 Human Growth and Development	71.7%	88.2%	81.9%	75.7%	81.4%	79.5%	80.3%	78.7%	79.5%
SH101 Public Speaking	93.0%	90.3%	91.1%	88.3%	93.8%	90.4%	92.9%	93.1%	93.0%
SO100 Introduction to Sociology	75.2%	82.3%	79.1%	83.0%	80.8%	82.1%	82.0%	83.9%	82.9%
SP101 Spanish I	-	96.7%	96.7%	94.7%	95.9%	95.4%	93.8%	100.0%	95.1%
TH115 Theatre Appreciation	-	87.5%	87.5%	100.0%	71.2%	90.1%	92.2%	78.9%	84.3%

\*Summer data, when available, is included in the annual achievement percentage.

### Conclusions

Overall, course outcomes assessment data displays improvements in student learning with a continued increase in achievement rate for all courses. The data also indicated if students complete the assignment mapped to the course outcome, they successfully do so the majority of the time. For the courses that show a decrease in the achievement rates, instructors are working with course modifications to see if student learning improves. Macroeconomics and Microeconomics both saw a large increase in achievement rates this previous year, and this could be attributed to a change in instructors. College Algebra has continued to improve over the last three years, thus providing data that supports the course modifications that instructors have implemented the previous years. Then courses with smaller enrollments, such as Theatre Appreciation and American Government, displayed more variability among the semesters. The achievement rates for all course outcomes will continue to be monitored, and the data will continue to provide ideas for future course modifications and professional development sessions.

### **Assessment-Driven Course Modifications**

After reporting number of achievers and completers, faculty include information about the assessment tool used for each course outcome and recommendations for modifications to be made to better enhance student learning. The following table provides examples of courses from across the institutions and faculty recommendations made regarding changes to the teaching of the course content.

<b>Example 2016/2017 Courses</b>	<b>Modifications Made after Assessing Course Outcomes</b>
AM101 Power Plant Theory	Improve lecture to go into more depth about the outcome material before assigning the assignment.
AN105 Visual Effects and Compositing	Explain more about the importance of layer order.
AR101 Art Appreciation	Increase active learning strategies.
BI101 General Biology	Continue to assess to see if shortening the units assists students with learning the material.
BU105 Introduction to Business	Use career software for assistance.
CC210 Developmentally Appropriate Curriculum	Strengthen provided content that covers Outcome 4.
ED105 Success Seminar/College Orientation	While going over the material in class works well, it would be good to create a document in Canvas too.
EN100 English Composition IB	Plan new activity regarding integrating information from sources into their writing.
EN101 English Composition IA	Students' work improved when they submitted drafts for revision. Encourage this in the future along with peer review.
EN102 English Composition	For Part 3 of the final, stress to the students the importance of making strong connections to the novel being analyzed.
HI102 American History 1865-Present	Continue to connect current events with the historical topics being discussed. Assessments have improved since doing this.
HR202 ICD-10 Coding for Long Term Care	Need to revise question if fire inspection data unavailable on website.
LE107 Criminal Justice Interview & Report Writing	Remind students narratives that are not complete make it difficult to get true picture of the situation.
MA105 Intermediate Algebra	Next year, give a standalone quiz over Section 4.1.

MA108 Elements of Statistics	More prior focus on conceptually and probability is needed in the future, for these topics have been tough for students to grasp.
ME110 Fundamentals of Motor Controls	Create a logic game to help students see how things work.
MU101 Music Appreciation	More written assignments on identifying genres could be helpful for the future here.
PE112 Introduction to Sports Management	Encourage students to get outside the norm as they are design a new organizational structure.
PE127 Conditioning and Fitness Concepts II	Pre-post testing. Tested their main core lifts and monitored their improvement. Showed big gains.
PE178 Yoga I	More time is needed to practice postures than one hour each week.
PL104 Ethics	Reinforced learning by combining earlier Kant study with modern Deontologists.
PN117 KSPN Medical-Surgical Nursing II Clinical	Discuss professional behavior in more depth.
PS100 General Psychology	Have students explain nature vs nurture in more detail by stressing the importance of writing a certain amount of words per answer.
PS102 Human Growth and Development	Adjust schedule to allow for more in-depth exploration of death/dying.
PT212 Neuromuscular Rehabilitation	Plan to include documentation on chapter exams next semester.
SH101 Public Speaking	Assign an outline to help some of them with their organization.
SO100 Fundamentals of Sociology	Talk to students about finding more ways to study and prepare.
SO104 Assertiveness Training	Have students look more into the different between being assertive and aggressive to help them master these concepts.
WE104 Shielded Metal Arc Welding	Had students demonstrate beveling torch fundamentals, which proved to be effective. Continue to do this in the future.

## **II. PROGRAM REVIEW (ASSESSMENT)**

### **Program Review (Assessment) Overview**

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.

Each program review is led to a program review workgroup that includes the program coordinator, faculty, and the department chair from that area. The following data is reviewed: enrollment, persistence, retention, successful course outcomes, completion, benchmarking, cost-effectiveness. In addition to reviewing/revising syllabi (course/program outcomes) and creating program maps identifying where program outcomes and institution-wide outcomes are addressed, reinforced, and mastered, the program review workgroup discusses and documents in the action improvement plan capacity, demand, quality of program outcomes, and impact, justification, & overall essentiality for the program.

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.

The following programs were reviewed during the 2016/2017 academic year:

- ADN-Nursing and LPN-Practical Nursing\*
- Business & Paralegal\*
- Construction
- Early Childhood Education and General Education - Education & Physical Education
- General Education - Fine Arts: Music
- Media Programs: Journalism, Media Communication & Production, and Visual Media Design
- Respiratory Therapy\*

\*Programs completed a program accreditation self-study.

## ADN-Nursing and LPN-Practical Nursing

The ADN-Nursing and LPN-Practical Nursing programs completed and submitted the Accreditation Commission for Education in Nursing (ACEN) self-study report as their program review. Then on February 1, 2, and 3, ACEN and Kansas State Board of Nursing site visitors conducted an on-site evaluation.

Program Review		
ADN	Maj Code Degree	5298 AA

Enrollment (Course Level)	2013-14	2014-15	2015-16
# students enrolled in courses	769	761	638
# students enrolled in labs	501	306	406
# of courses offered	43	43	39
# of courses with 12+ students	41	41	29
Average class size	17.9	17.7	16.4
# of credit hours by program area	2725	2690	2377

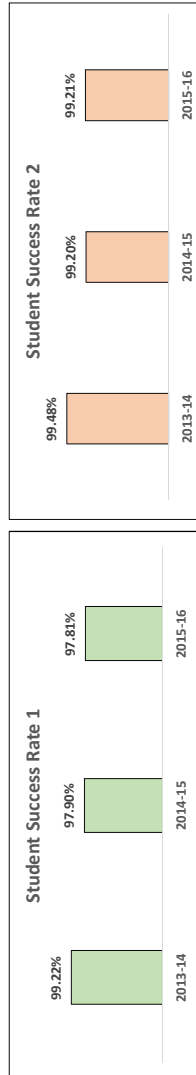
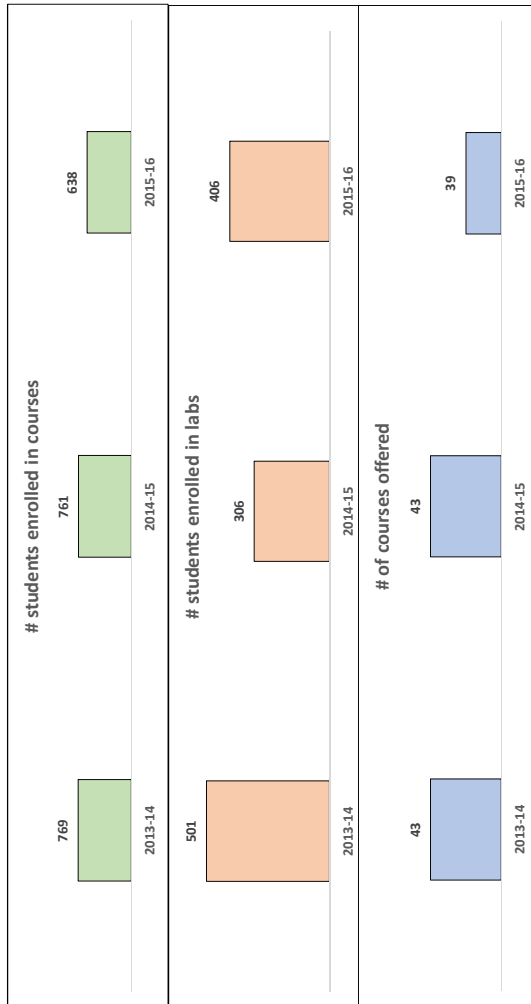
RETENTION (Course Level)	2013-14	2014-15	2015-16
# retained in course	767	751	629
% retained in course	99.74%	98.69%	98.59%
# students with C or above	763	745	624
% of students with C or above	99.5%	99.2%	99.2%

Program Enrollment	2013-14	2014-15	2015-16
Female	153	132	121
Male	58	47	47
Total	212	179	168

COMPLETIONS	2012-13	2013-14	2014-15
# Degrees	72	83	85

COST EFFECTIVENESS	2013-14	2014-15	2015-16
Avg Class Size	17.9	17.7	16.4
Faculty	10	10	11
# Courses	43	43	39
# Total Credit Hour Production	2725	2690	2377

Avg Success Rate Method 1 *	Success Rate	DWF Rate
2013-14	99.22%	0.78%
2014-15	97.90%	2.10%
2015-16	97.81%	2.19%
Avg Success Rate Method 2 **	Success Rate	D, F Rate
2013-14	99.48%	0.52%
2014-15	99.20%	0.80%
2015-16	99.21%	0.79%



**\* Success Rate 1**

The success rate is the number who received a "C" or higher divided by the total number enrolled in the course. This method gives a D,W,F rate.

**\*\* Success Rate 2**

Students who withdraw are removed. Then you calculate the number of students who received a "C" or better by the number of students who completed the course. This method gives a D,F rate.

Program Review		Maj Code	
Pre-Nursing Practical Nurse (LPN)		Degree	5210 CERT

Enrollment (Course Level)	2013-14	2014-15	2015-16
# students enrolled in courses	986	911	848
# of courses offered	40	45	48
# of courses with 12+ students	35	38	44
Average class size	24.7	20.2	17.70
# of credit hours by program area	2516	2354	2150

RETENTION (Course Level)	2013-14	2014-15	2015-16
# retained in course	985	905	843
% retained in course	99.90%	99.34%	99.41%
# students with C or above	978	884	826
% of students with C or above	99.29%	97.7%	98.0%

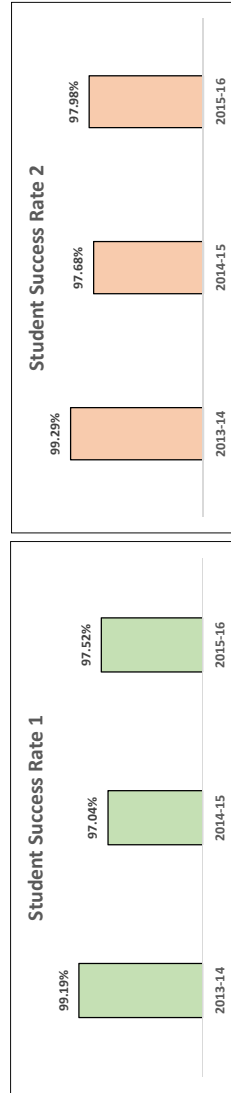
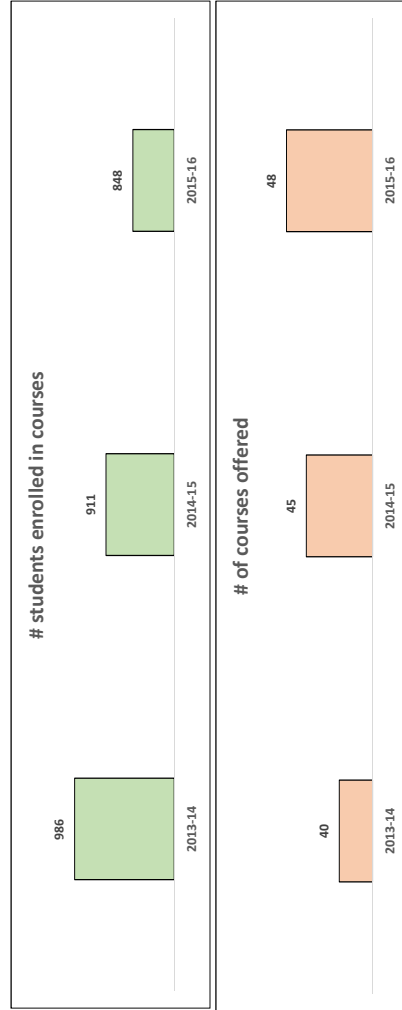
Program Enrollment	2013-14	2014-15	2015-16
Female	207	149	191
Male	17	17	18
Total	224	166	209

COMPLETIONS	2012-13	2013-14	2014-15	2015-16
# Degrees				
# Certificates	75	73	52	49

COST EFFECTIVENESS	2013-14	2014-15	2015-16
Avg Class Size	24.7	20.2	17.7
Faculty	7	9	
# Courses	40	45	
# Total Credit Hour Production	2516	2354	

Avg Success Rate Method 1 *	Success Rate	DWF Rate
2013-14	99.19%	0.81%
2014-15	97.04%	2.96%
2015-16	97.52%	2.48%

Avg Success Rate Method 2 **	Success Rate	D, F Rate
2013-14	99.29%	0.71%
2014-15	97.68%	2.32%
2015-16	97.98%	2.02%



\* Success Rate 1

The success rate is the number who received a "C" or higher divided by the total number enrolled in the course. This method gives a D,W,F rate.

\*\* Success Rate 2

Students who withdraw are removed. Then you calculate the number of students who received a "C" or better by the number of students who completed the course. This method gives a D,F rate.



## Business & Paralegal

The Business & Paralegal programs completed and submitted the Accreditation Council for Business Schools and Programs quality assurance report as their program review.



# ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS

Bringing Together Those Dedicated to Teaching Excellence

July 7, 2017

Jillene Cunningham  
Department Co-Chair  
Hutchinson Community College  
1300 North Plum Street  
Hutchinson, Kansas 67501-5894

Dear Ms. Cunningham:

The Associate Degree Board of Commissioners met on April 24-25, 2017, and reviewed your Quality Assurance Report. After review, the board voted to accept your report. The Board provided the following comments:

**Remove the Condition on Overview Item 09.**

**Remove the Note on Standard Four, Criterion 4.1.**

**Maintain the Note on Standard Five, Criterion 5.2:** A teaching certificate does not count as one of the certification criteria for faculty qualifications. Wohletz is possibly qualified because she has Teaching Excellence and work experience. If the work experience is at least two years and documented, then she would be qualified. Bartel, Ellis, Evans, Strathman, and Warner are not qualified as they all show work experience, but are not meeting any of the other criteria. If they can earn a certification of some type in the area they are teaching or can show teaching excellence, then they can be determined qualified. Cheryl Clark is not qualified as she does not have a BS degree with two areas of qualifications.

**Place Opportunities for Improvement on Standard 4 Measurement and Analysis of Student Learning and Performance:** The following programs have an opportunity to display a graph for all performance measures and to continue to collect data to show longer trends: Business Management and Entrepreneurship, Business Administrative Technology, Paralegal, Accounting AS, Business Administration AS, and General Business AS.

For Paralegal, final course grades should not be used for performance instrument. Based on your listed Performance Measure, you could use a written assignment from one of your courses for your measurement instrument.

There is room for improvement to include outcome(s) other than in the Accounting area.

Progress on the Note must be reported in future Quality Assurance Reports; it is not necessary to report on OFIs.

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Your progress report on the note will be due 2/15/2019 and your reaffirmation is scheduled for 2021. Because your reaffirmation is scheduled for 2021, you will be completing the self-study in lieu of completing a quality assurance report. You are encouraged to work with Dennis Brode on the removal of the Note. Commissioner Brode may be contacted at (937) 512-3722, or by e-mail at [Dennis.Brode@sinclair.edu](mailto:Dennis.Brode@sinclair.edu). You may also contact Diana Hallerud, Associate Director of Accreditation, at 913-339-9356, or by e-mail at [dianahallerud@acbsp.org](mailto:dianahallerud@acbsp.org).

We hope to see you at the regional meeting or at the 2018 ACBSP Conference in Kansas City Missouri, June 8-11. For more information on the conference including its location and host hotel, please see [www.acbsp.org](http://www.acbsp.org). Additional information will be available on our website beginning in January.

ACBSP is looking forward to our continued relationship with Hutchinson Community College. Thank you for providing quality business programs for your students. We are happy to have you as one of our valued members.

Sincerely,

A handwritten signature in blue ink, appearing to read "Steve Parscale".

Steve Parscale, Ph.D.  
Chief Accreditation Officer

Cc: Dan Narracato, Program Coordinator  
Dennis Brode, Associate Degree Board of Commissioners

Program Review			Maj Code		5053 AAS	
Business Management and Entrepreneurship			Degree		Cert B	
BME-Supervision BME-Sales						

Enrollment (Course Level)	2013-14	2014-15	2015-16
# students enrolled in courses	2984	2899	2631
# of courses offered	252	234	220
# of courses with 12+ students	128	129	119
Average class size	11.7	12.4	12.0
# of credit hours by program area	8447	8215	7429

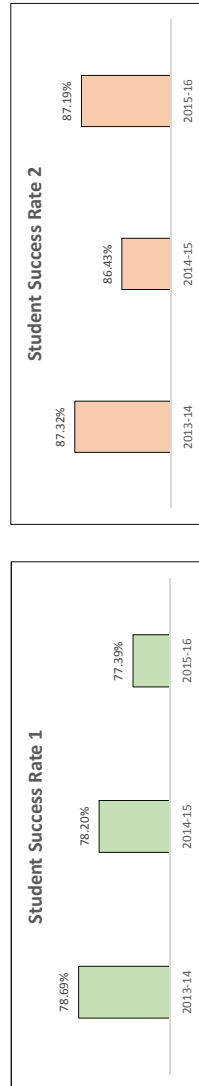
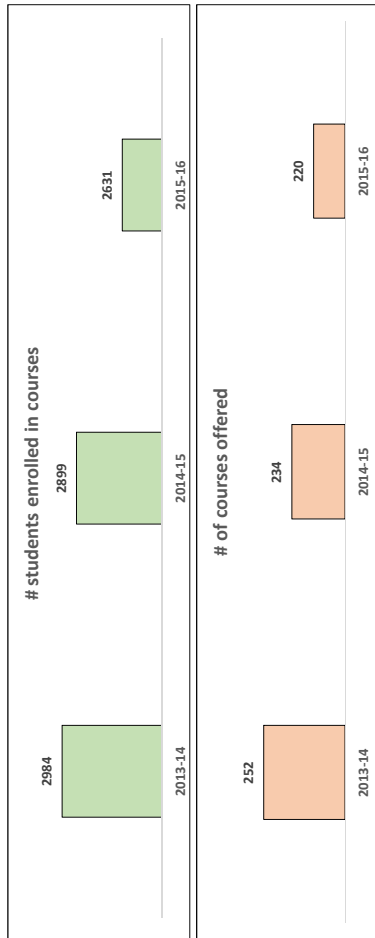
RETENTION (Course Level)	2013-14	2014-15	2015-16
# retained in course	2689	2623	2335
% retained in course	90.11%	90.48%	88.75%
# students with C or above	2348	2267	2036
% of students with C or above	87.3%	86.4%	87.2%

Program Enrollment	2013-14	2014-15	2015-16
See tab labeled enrollment for a breakdown of enrollment by program/area of study			
Total	392	390	362

COMPLETIONS	2012-13	2013-14	2014-15	2014-15
# Degrees	See Completions tab for breakdown of degrees and certificates by program			
# Certificates				
Total Program degrees & certificates				

COST EFFECTIVENESS	2013-14	2014-15	2015-16
Avg Class Size	11.7	12.4	12.0
Faculty	51	47	41
# Courses	252	234	220
# Total Credit Hour Production	8447	8215	7429

Avg Success Rate Method 1 *	Success Rate	DWF Rate
2013-14	78.69%	21.31%
2014-15	78.20%	21.80%
2015-16	77.39%	22.61%
Avg Success Rate Method 2 **	Success Rate	DF Rate
2013-14	87.32%	12.68%
2014-15	86.43%	13.57%
2015-16	87.19%	12.81%



**\*\*Success Rate 2**  
Students who withdraw are removed. Then you divide the number of students who received a "C" or better by the number of students who completed the course. This method gives a D/F rate.

**Success Rate 1\***  
The success rate is the number who received a "C" or higher divided by the total number enrolled in the course. This method gives a D,W,F rate

Program Review		Maj Code		5055	
BUSBATAACC		Degree		Cert/B	
Accounting				AAS	

Enrollment (Course Level)	2013-14	2014-15	2015-16
# students enrolled in courses	451	424	353
# of courses offered	42	41	29
# of courses with 12+ students	12	17	17
Average class size	10.7	10.3	12.2
# of credit hours by program area	1353	1272	1059

RETENTION (Course Level)	2013-14	2014-15	2015-16
# retained in course	378	360	294
% retained in course	83.81%	84.91%	83.29%
# students with C or above	336	323	259
% of students with C or above	88.9%	85.7%	88.1%

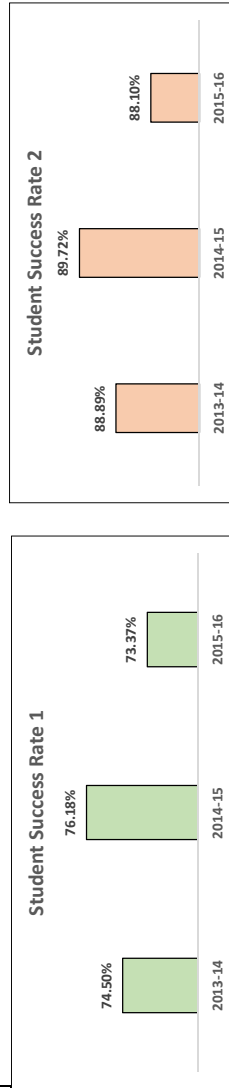
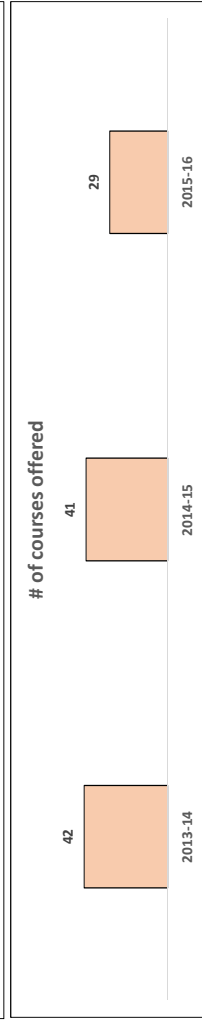
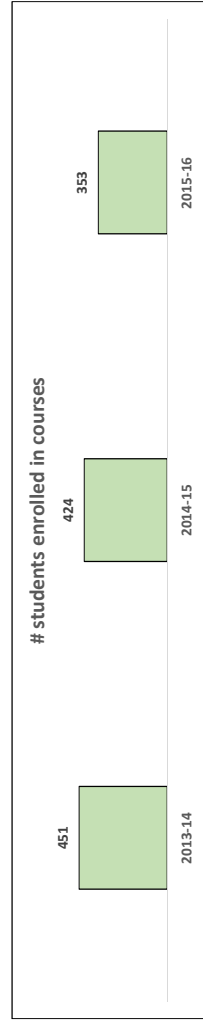
Program Enrollment	2013-14	2014-15	2015-16
AAS			
Female	35	23	21
Male	3	3	2
Total	38	26	23

CERT	2013-14	2014-15	2015-16
Female	6	7	6
Male	0	0	1
Total	6	7	7

COMPLETIONS	2012-13	2013-14	2014-15
# Degrees	8	6	1
# Certificates	1	0	0
Total Program degrees & certificates	9	6	0

COST EFFECTIVENESS	2013-14	2014-15	2015-16
Avg Class Size	10.7	10.3	12.2
Faculty	6	5	3
# Courses	42	41	29
# Total Credit Hour Production	1353	1272	1059

Avg Success Rate Method 1 *	Success Rate	DWF Rate
2013-14	74.50%	25.50%
2014-15	76.18%	23.82%
2015-16	73.37%	26.63%
Avg Success Rate Method 2 **	Success Rate	D, F Rate
2013-14	88.89%	11.11%
2014-15	89.72%	10.28%
2015-16	88.10%	11.90%



Program Review		Maj Code		1499	1498
Paralegal		Degree		AAS	CERT B

Enrollment (Course Level)	2013-14	2014-15	2015-16
# students enrolled in courses	131	177	119
# of courses offered	19	20	17
# of courses with 12+ students	4	7	1
Average class size	6.9	8.9	7.0
# of credit hours by program area	393	531	352

RETENTION (Course Level)	2013-14	2014-15	2015-16
# retained in course	116	153	113
% retained in course	88.55%	86.44%	94.96%
# students with C or above	105	131	103
% of students with C or above	90.5%	85.6%	91.2%

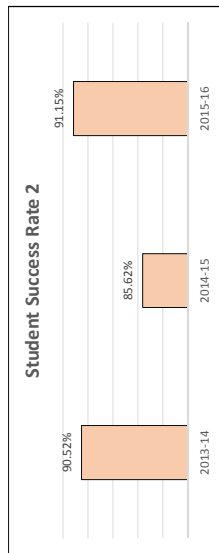
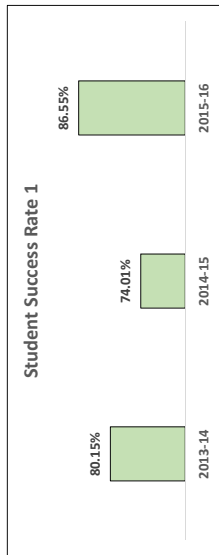
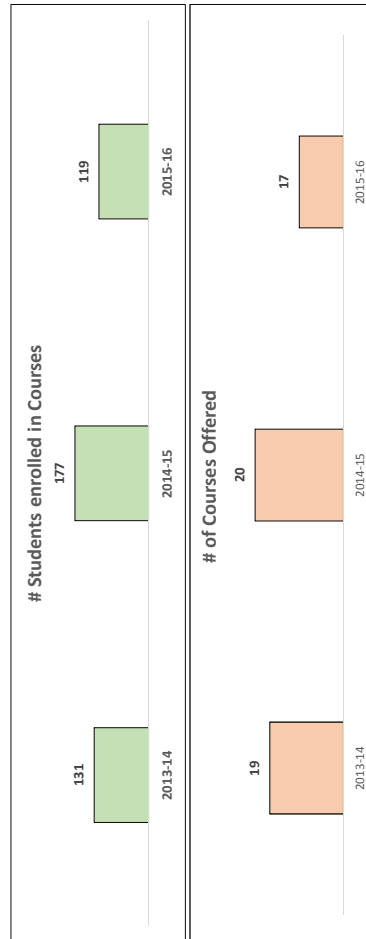
Program Enrollment	2013-14	2014-15	2015-16
Female	38	39	47
Male	7	7	7
Total	45	46	54

COMPLETIONS	2012-13	2013-14	2014-15	2015-16
# Degrees	7	6	7	7
# Certificates				2
Total Program degrees & certificates	7	6	6	9

COST EFFECTIVENESS	2013-14	2014-15	2015-16
Avg Class Size	6.9	8.9	7.0
Faculty	7	8	8
# Courses	19	20	17
# Total Credit Hour Production	393	531	352

Avg Success Rate Method 1 *	Success Rate	DWF Rate
2013-14	80.15%	19.85%
2014-15	74.01%	25.99%
2015-16	86.55%	13.4500%

Avg Success Rate Method 2**	Success Rate	D, F Rate
2013-14	90.52%	9.48%
2014-15	85.62%	14.38%
2015-16	91.15%	8.8500%



## Construction

**Date: 2016/2017**

Indicators	Opportunity Analysis	Goals / Expectations (1-3)	Responsible	Timeline	Expected Outcomes	Follow-Up Projects
<b>CAPACITY</b>						
	Currently, the construction program has an average of 30 students enrolled; however, only around 10 are completing either a degree or certificate.	Increase program completers by creating a Certificate A and offering courses either online or as hybrids to allow for increased completion rates.	Department Faculty, Department Chair, Department Career Development Coordinator, and HCTEA Staff	2017-2018 - Submit to Curriculum Committee by the 2018 April Meeting	Increased number of program completers.	Assess number of program completers after the Certificate A are in place.
<b>DEMAND</b>						
	<p>External demand wants students who are willing to work hard and show up. To meet this demand, the program needs to find ways to connect students with employers.</p> <p>Internal demand: Increased marketing has occurred at the high school level throughout the HutchCC service area.</p> <p>The HCC/HCTEA program is vital for the application level to allow students to be able to gain the skills they need. Architectural Drafting class also has a large overlap in enrollment with the Construction program.</p>	<p>Continue to offer and expand Interview Day to match students with employers throughout Kansas and prepare students for the job-seeking process. Goals include increased prior work to prepare students for the Interview Day. Expand to include both residential and commercial construction representatives.</p> <p>Maintain quality of the marketing of the construction program in the service area high schools. Improve visibility at the construction site by creating HCC/HCTEA signage that increases awareness in the community about the program.</p>	<p>Department Faculty, Department Chair, Department Career Development Coordinator, and HCTEA Staff</p>	2017-2018	<p>Increase employment rate of graduates</p> <p>Increased awareness of the program.</p>	Assess employment rate of graduates and continue to expand the number of construction representatives at the Interview Day.
<b>CURRICULUM</b>						
	The current scheduling of the curriculum creates barriers for certificate and degree completion with the program alignment required class offered only at night.	Create a schedule that increases certificate and degree completion. This includes the development of a Certificate A option.	Department Faculty, Department Chair, and HCTEA Staff	2017-2018 - Submit to Curriculum Committee by the 2018 April Meeting	Improved completion rates in the program.	Assess number of program completers after scheduling modifications have been made.
<b>QUALITY OF PROGRAM OUTCOMES</b>						



	KBOR Program-Aligned Industry Credential attainment has been minimal during the last few years. Participants in the six months graduate follow-up have also been minimal.	Increase documentation of completion of the credentials and information needed for the six-month graduate follow-up and submitting information to Institutional Research by creating an improved routine data collection process.	Department Faculty, Department Chair, and HCTEA Staff	2017-2018	Increased number of program completers.	Assess number of completed credentials after improved routine data collection process is in place.
<b>IMPACT, JUSTIFICATION, OVERALL ESSENTIALITY</b>						
	The Construction Program is unique in the state, for the students build a house at the construction site from start to finish rather than build on a soft foundation and then relocate the house to its eventual permanent location. Additional lots have been purchased for future developments, which is critical. It is essential for the program to continue to build houses that meet the needs of the buyer's market, which requires the program to stay up to date with current trends and demands.	Utilize the additional purchased lots	Department Faculty, Department Chair, and HCTEA Staff	2018-2019	The additional purchased lots will be utilized with houses being constructed on each.	Assess the land resources available to the program and create a plan for additional lots to be acquired if needed. Also assess construction projects in term of demand for housing in the community.

Program Review	Maj Code	5346;	5348	5347
Construction Residential	Degree		Cert	AAS

Enrollment (Course Level)	2013-14	2014-15	2015-16
# students enrolled in courses	495	420	433
# of courses offered	64	49	40
# of courses with 12+ students	18	16	15
Average class size	7.7	8.6	10.8
# of credit hours by program area	1260	1054	1080

RETENTION (Course Level)	2012-13	2013-14	2014-15
# retained in course	483	393	411
% retained in course	97.58%	93.57%	94.92%
# students with C or above	459	378	392
% of students with C or above	95.0%	96.2%	95.4%

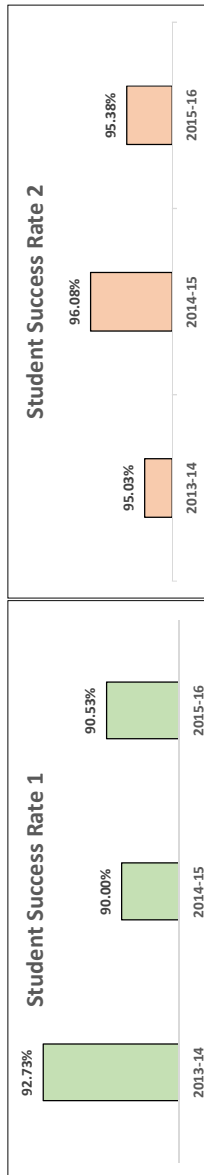
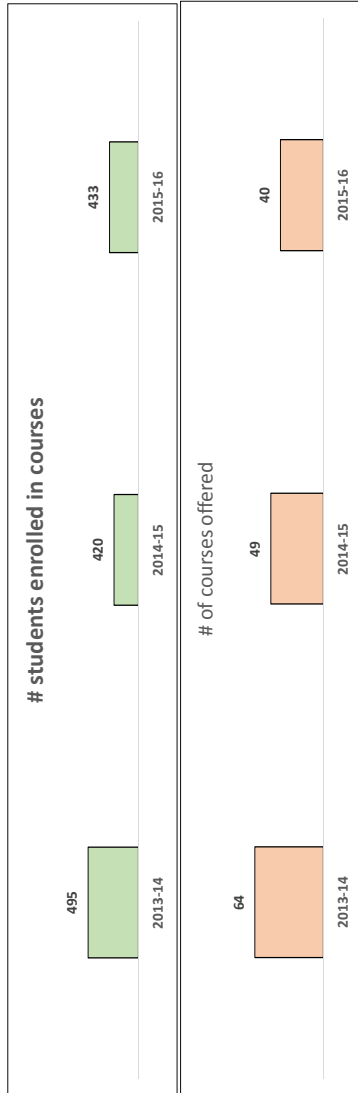
Program Enrollment	2012-13	2013-14	2014-15
	AAS	Cert B	Cert B
Female	1	0	1
Male	23	14	32
Total	24	14	33

COMPLETIONS	2012-13	2013-14	2014-15
# Degrees	4	2	2
# Certificates	2	3	7

COST EFFECTIVENESS	2013-14	2014-15	2015-16
Avg Class Size	7.7	8.6	10.8
Faculty	12	11	10
# Courses	64	49	40
# Total Credit Hour Production	1260	1054	1080

Avg Success Rate Method 1 *	Success Rate	DWF Rate
2013-14	92.73%	7.27%
2014-15	90.00%	10.00%
2015-16	90.53%	9.47%

Avg Success Rate Method 2 **	Success Rate	D, F Rate
2013-14	95.03%	4.97%
2014-15	96.08%	3.92%
2015-16	95.38%	4.62%



Early Childhood Education,  
General Education – Education,  
& Physical Education

# HUTCHINSON COMMUNITY COLLEGE PROGRAM REVIEW

Date: 2016/2017 Program: Early Childhood Education, General Education - Education, & Physical Education						
Indicators	Opportunity Analysis	Goals / Expectations (1-3)	Responsible	Timeline	Expected Outcomes	Follow-Up Projects
<b>CAPACITY</b>						
<b>PE</b>	PE106 First Aid & CPR course	Add evening section of PE106	Faculty, Dept Chair	2017-2018	Expanded service to students. The daytime class section has been filling to capacity, so adding this section increases our capacity and helps to serve another population of students during evening hours.	Review demand to determine if should be offered every semester, or fall or spring only.
<b>Education</b>	ED201 Intro to Education course	Offer online and honors sections in Spring only	Faculty, Dept Chair	2017-2018	Currently enrollment in online classes is very low when offered both fall and spring. By offering online in Spring only, the expectation is improved enrollment numbers in the section offered.	Ongoing review.
<b>DEMAND</b>						
<b>PE</b>	PE185 Intro to Exercise Science being developed for online delivery.	1: Selection of appropriate textbook. 2: Meet needs of students in Exercise Science area of study This is the next step following the recent approval of an Exercise Science curriculum guide.	Michelle Carey, Dept Chair	2017-2018	Service to students in Exercise Science and any other student interested in the topic. Course can serve as a 3 credit hour general education elective that transfers.	Review demand to determine if should be offered every semester, fall or spring only, or summer only.

<b>Early Childhood Education</b>	Offer articulation agreements with local high schools for Child Care Lab I	Increase potential workforce by end of high school graduation.	Dept Chair, Program Coordinator, Outreach Coordinator	2017-18	Increased qualified applicants for assistant teaching positions	Decide on credentials needed for a technical degree instructor (bachelors v. masters)
<b>CURRICULUM</b>						
<b>PE</b>	Course descriptions reviewed.	Course descriptions were updated 2 years ago. They will be reviewed this year.	Faculty, Dept Chair	2018	Accurate course descriptions.	Ongoing review.
<b>Early Childhood Education</b>	Review syllabi	Assess syllabi in terms of outcomes, competencies, rigor, transferability, and course descriptions to reflect current practices in the field.	Faculty and ECE Program Coordinator	2017-18	Outcomes aligned to NAEYC standards for better student preparedness	Meet with other ECE program coordinators to align common course outcomes
<b>QUALITY OF PROGRAM OUTCOMES</b>						
<b>Education</b>	ED201/ED201L Intro to Education course transfer to four-year institutions	ED201/ED201L has been discussed as a course for system-wide transfer.	Faculty, Dept Chair	2017-2018	Improved transfer to Kansas colleges and universities.	Ongoing review.
<b>Early Childhood Education</b>	Improve teaching effectiveness of program outcomes and supervision of students in labs	Obtain technology for observation purposes, likely through technology grants.	Program Coordinator	2017-18	Instructors will have more accurate data on students for evaluation purposes	Apply for technology grants
<b>IMPACT, JUSTIFICATION, OVERALL ESSENTIALITY</b>						
<b>PE</b>	Review enrollment in all PE classes.	Determine if any courses need to be phased out, different courses (re)introduced, different format needed, etc.	Faculty, Dept Chair	2017-18	Provide courses students desire to help improve enrollment.	Ongoing review.
<b>Education</b>	ED201/ED201L Intro to Education course	Looking at possibility of concurrent offering at Buhler HS.	Outreach, Dept Chair	2017-2018 2018-2019	Potential to create a concurrent course that fits within the high school education pathway.	Ongoing review.

<b>Early Childhood Education</b>	ECE course offerings at Buhler HS	1: Review course needs 2: Review faculty credentials 3. Review timing of offerings	Outreach, Dept Chair, ECE Program Coordinator	2017-2018 2018-2019	Potential to create a concurrent course that fits within the high school education pathway.	Ongoing review.
<b>Early Childhood Education</b>	Child care is a growing field and providers are in limited numbers	Use Reno County data as marketing tool to promote program	Program Coordinator	2017-18	Increased enrollment	Review marketing strategies

Program Review			
Early Childhood Education		Maj Code	5503
		Degree	AAS
			CERT

Enrollment (Course Level)	2013-14	2014-15	2015-16
# students enrolled in courses	255	103	138
# of courses offered	21	16	13
# of courses with 12+ students	11	3	3
Average class size	12.1	6.4	10.6
# of credit hours by program area	824	308	441

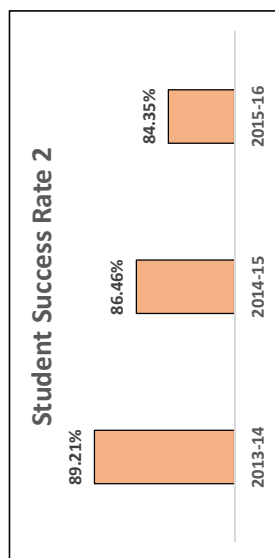
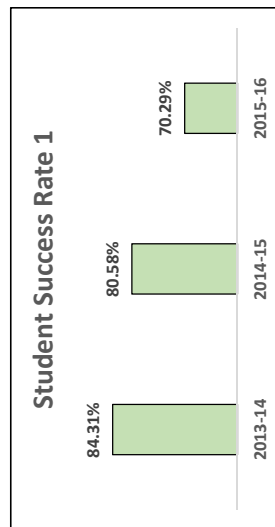
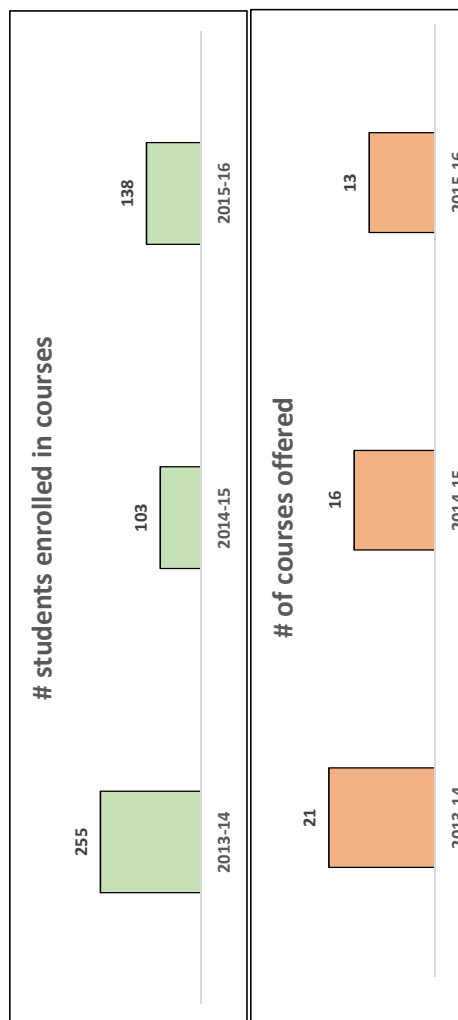
RETENTION (Course Level)	2013-14	2014-15	2015-16
# retained in course	241	96	115
% retained in course	94.51%	93.20%	83.33%
# students with C or above	215	83	97
% of students with C or above	89.2%	86.5%	84.3%

Program Enrollment	2013-14	2014-15	2015-16
Female	85	90	50
Male	1	2	0
Unknown	1	0	0
Total	87	92	50
COMPLETIONS	2012-13	2013-14	2014-15
# Degrees	11	10	9
# Certificates		12	7
Total	11	22	16

COST EFFECTIVENESS	2013-14	2014-15	2015-16
Avg Class Size	12.1	6.4	10.6
Faculty	7	6	5
# Courses	21	16	13
# Total Credit Hour Production	824	308	441

Avg Success Rate Method 1 *	Success Rate	DWF Rate
2013-14	84.31%	15.69%
2014-15	80.58%	19.42%
2015-16	70.29%	29.71%

Avg Success Rate Method 2 **	Success Rate	D, F Rate
2013-14	89.21%	10.79%
2014-15	86.46%	13.54%
2015-16	84.35%	15.65%



Program Code	Program Name	Award	Gender	13-14	14-15	15-16
0804	Education Secondary	AS	Female	0	0	3
			Male	0	0	9
			Total	0	0	12
0802	Elementary Education	AS		13-14	14-15	15-16
			Female	145	140	138
			Male	14	19	19
			Total	159	159	157
0835	Education PE & Coaching	AA		13-14	14-15	15-16
			Female	10	7	6
			Male	49	30	19
			Total	59	37	25
0832	Education Music	AS		13-14	14-15	15-16
			Female	20	18	16
			Male	29	29	22
			Total	49	47	38
1305	Education Sec-English	AA		13-14	14-15	15-16
			Female	8	7	14
			Male	5	4	2
			Total	13	11	16
1306	Education Sec-Modern Language	AA		13-14	14-15	15-16
			Female	1	1	1
			Male	0	0	0
			Total	1	1	1
0806	Education Sec-Science			13-14	14-15	15-16
			Female	0	0	0
			Male	0	0	2
			Total	0	0	2
0838	Education Sec-Business			13-14	14-15	15-16
			Female	2	0	2
			Male	1	0	1
			Total	3	0	3
1399	Education Sec-Journalism			13-14	14-15	15-16
			Female	0	1	2
			Male	0	0	0
			Total	0	1	2



## 1006 Education Sec-Theatre/Drama

	13-14	14-15	15-16
Female	3	1	2
Male	0	1	1
Total	3	2	3

## 1398 Education Sec- Speech

	13-14	14-15	15-16
Female	0	3	2
Male	3	2	1
Total	3	5	3

## General Education – Fine Arts: Music

# HUTCHINSON COMMUNITY COLLEGE PROGRAM REVIEW

Date: 2016/2017 Program: Fine Arts: Music/Music Education						
Indicators	Opportunity Analysis	Goals / Expectations (1-3)	Responsible	Timeline	Expected Outcomes	Follow-Up Projects
CAPACITY	Retain music majors from the first to the second year of the music education program	1. Identify why students are not being retained 2. Further the understanding of how the degree fits into the student career trajectory	Music Faculty Department Chairperson	AY 2017-2018	1. Identify causes for problems with retention 2. Develop interventions to improve retention	1. Music faculty will set up monthly meetings to assess the needs of struggling students in Music Theory and Aural Skills 2. Use Orientation Class to educate music majors about how the degree fits into careers
	Attract academically prepared, talented students	1. Increase the number of music majors 2. Improve partnership and collaboration with Reno County High Schools	Music Faculty Department Chairperson	AY 2016-2017 AY 2017-2018	1. Take student groups to high schools Record output for extra days contracts Follow up with students who have contacted HCC about music Assign scholarships within a month of applications 2. Increased communication with high schools-performance schedules, etc. Higher enrollment from Reno County High Schools	1. The program faculty needs to streamline a process for getting back with recruits in a timely process-process development is ongoing 2. Each faculty member will contact their counterpart at Reno County High Schools for collaborative opportunities Faculty will attend high school concerts
CURRICULUM	Assess and provide for the curricular needs of music students	1. Determine how students can complete the course of study and general education requirements in 2 years 2. Replace/improve outdated and broken instruments, speakers, monitors, and microphones for class work. Surplus outdated and non-functioning instruments and materials	Music Faculty Department Chairperson	AY 2017-2018	1. Decrease student commitment to multiple ensembles. 2. Reduce clutter in classrooms Improve instrument storage arrangements to decrease humidity concerns	1. Determine methods to share students that does not require students to enroll in more than two ensembles for all music scholarships
	Assess syllabi in terms of outcomes, competencies, and course descriptions.	1. Create a three year rotation to review all music courses.	Music Faculty Department Chairperson	AY 2016-2017 AY 2017-2018	1. Maintain transferability and rigor of courses.	1. Review any music courses that have not been reviewed in the last three years 1. All lessons, ensemble courses, piano, theory, aural skills, and music appreciation courses have been updated in the last three years.

QUALITY OF PROGRAM OUTCOMES					
Assess external measurements utilized for validating performance (outcome/competence) and faculty success.	1. Evaluate current external measures used to validate performance/faculty success. 2. Identify outcomes currently not being assessed by external measures.	Music Faculty Department Chairperson	AY 2017-2018	1. Maintain and improve program quality. 2. association to track former student employment	
IMPACT, JUSTIFICATION, OVERALL ESSENTIALITY	Provide for the cultural and artistic needs of the students and local communities	Music Faculty Department Chairperson	AY 2016-2017 AY 2017-2018	1. Connect community members with students and bring new donors to music program 2. Implement online ticketing agent Third Thursday concerts and exhibits Students presenting at the Kansas State Fair Present challenging material that is concert ready at all HCC sponsored concerts and performances. Students participate in community service activities Set up a live stream connection with Radio Kansas for selected concerts.	1. Neal will collaborate with Michael Engdahl to develop a group lesson for guitar 2. Nick and Michael will promote the class 2. Nick will collaborate with Ken Baker to establish a closer relationship with Radio Kansas for promotion of music events and set up a publicity plan before fall 2017

Program Review	Maj Code	1010
Music	AA	AA

Enrollment (Course Level)	2013-14	2014-15	2015-16
# students enrolled in courses	1175	1111	976
# of courses offered	99	131	157
# of courses with 12+ students	39	35	28
Average class size	11.9	8.5	6.2
# of credit hours by program area	2410	2218	1834

RETENTION (Course Level)	2013-14	2014-15	2015-16
# retained in course	1050	986	913
% retained in course	89.36%	88.75%	93.55%
# students with C or above	966	888	833
% of students with C or above	92.00%	90.06%	91.24%

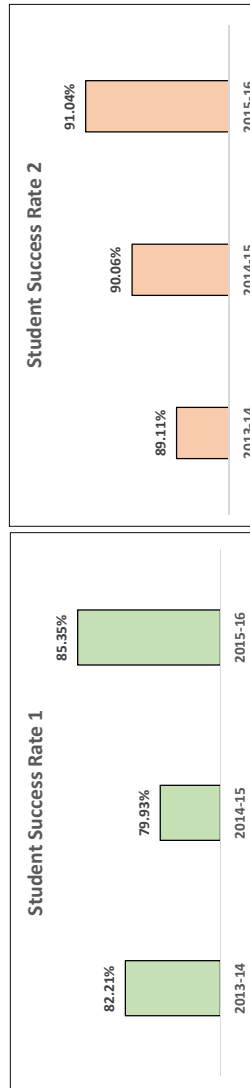
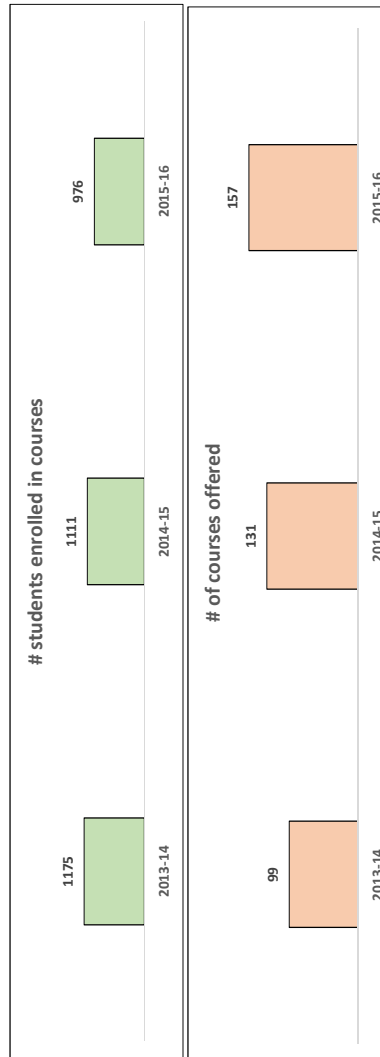
Program Enrollment	2013-14	2014-15	2015-16
Female	3	2	1
Male	1	4	8
Total	4	6	9

COMPLETIONS	2013-14	2014-15	2015-16
# Degrees	0	2	2
# Certificates			
Total Program degrees & certificates	0	2	2

COST EFFECTIVENESS	2013-14	2014-15	2015-16
Avg Class Size	11.9	8.5	6.2
Faculty	7	9	8
# Courses	99	131	162
# Total Credit Hour Production	2410	2074	1834

Avg Success Rate Method 1 *	Success Rate	DWF Rate
2013-14	82.21%	17.79%
2014-15	79.93%	20.07%
2015-16	85.35%	14.65%
3 year average rates	82.50%	19.15%

Avg Success Rate Method 2 **	Success Rate	D, F Rate
2013-14	89.11%	10.89%
2014-15	90.06%	9.94%
2015-16	91.04%	8.96%
3 year average rates	90.07%	11.74%



#### \* Success Rate 1

The success rate is the number who received a "C" or higher divided by the total number enrolled in the course. This method gives a D,W,F rate.

#### \*\* Success Rate 2

Students who withdraw are removed. Then you calculate the number of students who received a "C" or better by the number of students who completed the course. This method gives a D,F rate.

Media Programs:  
Journalism, Media Communication &  
Production, and Visual Media Design

# HUTCHINSON COMMUNITY COLLEGE PROGRAM REVIEW

Date: 2016/2017    Program: Media Program: Journalism, Media Communication & Production, and Visual Media Design						
Indicators	Opportunity Analysis	Goals / Expectations (1-3)	Responsible	Timeline	Expected Outcomes	Follow-Up Projects
CAPACITY						
	Continue to increase enrollment	Increase (internal and external) awareness of Media program options	Program Coordinators	Ongoing	Collaborate with media programs to increase number of concentrators.	Create additional marketing materials and visit at least three high schools per year.
	Collaboration	The media program classes take advantage of cross curriculum. Students benefit from content experts from multiple disciplines.				
	Renovating Building 12 rooms					
	Experiential Learning	Facilitate hands-on experience for student majors to generate greater buy-in and retention and promote new student involvement campus-wide	JL - Reporters without Borders student Chapter, The Hutch Collegian. VMD - Dragon's Tale, DragonLAN, SkillsUSA. MP - HCC AV Club	JL - R WO B (chapter finalized?), THC (ongoing); VMD - Dragon's Tale, DragonLAN, SkillsUSA (ongoing); MP - HCC AV Club (ongoing)	% of participants that retain and receive degree. Keeping track of attendance for meetings to maintain or increase attendance.	Need three (3) years of data for tracking goals/objectives. Then implementation of best practices.
DEMAND						
	Social Media training/certificate.	1. Brainstorm with task force for social media curriculum ideas. 2.	Dept 2 task force	1. Spring 2017 (cip 52.1499)	develop (curriculum) course/training/workshop plan to meet industry demand for increasing technology	
	Job Board	create alum job board to show placement; new job postings; public website and classroom boards	Program Coordinators	Spring 2018 and ongoing		
	Sports/Internal Requests	1. Create Process for developing and Prioritizing requests. 2. Train internal requestors on timelines for development. 3. analyze need for additional support to meet need/requests	Program Coordinators, Dept. Chairs, ITS input, Marketing	2018/2019	Have a means of taking in and prioritizing requests on a continual basis.	create group to begin conversation about process (marketing, ITS, dept 2 media creators)

	Meet with and grow relationships with local professionals staying current with industry trends and technology in labor market.	1. Knowing community better to follow mission. 2. Look for opportunities for majors to be employed locally 3. Take in advisory board recommendations	Program Coordinators	ongoing	1. Knowing community better to follow mission. 2. Look for opportunities for majors to be employed locally 3. Take in advisory board recommendations	
CURRICULUM						
	JL - Online Collegian	Including video for online publications. Posting and archiving digital copies of THC.				Advisory Board input, industry trends, and graduate follow-up will be used to verify course content and recommend future actions.
	MP	1. BU206 MP218 submitted curricular changes to reflect course demands and practice. 2. Alter MP218 for alignment to tiered expectations	Andrew Tash	1 & 2 - Spring 2017		Advisory Board input, industry trends, and graduate follow-up will be used to verify course content and recommend future actions.
	AR/JP/IS	1. Review AR134/JP118 and AR135/JP119 for updates to industry needs 2. Review courses "retired" from program 3. Create Social Media oriented course 4. Review Web Design courses to better align with industry practice	1 & 4 - Amber Brawner 2 - Program Coordinators 3 - Social Media Focus Group	1. Spring 2017 2. Fall 2017 3. 2017/2018 4. Spring 2018	1. Syllabi will be up to date and revisions will be on a rotation. 2. Curriculum catalog will be up to date with relevant courses for students. 3. Maybe implementation by Spring/Fall 2018 of Social Media course. 4. Enact new course sequence to reflect industry practice for Web Design.	Advisory Board input, industry trends, and graduate follow-up will be used to verify course content and recommend future actions.
	JL - journalism	Work to get more journalism courses transferable to more 4-year schools. Analyze course content of the same courses at those schools. Maybe visit some of the schools.	Alan Montgomery	ongoing	Get better course transferability to Ft. Hays State, WSU, Emporia State. Later, work on K-State and KU. They are much tougher to work with.	Try to achieve transferability on two courses, such as Reporting and Newspaper Production, to two colleges where they now are not transferable; then repeat with two more courses.
	JL - journalism	Explore Collaborative Journalism as possible new course.	Alan Montgomery, Ryan Diehl, Dept Chair	Spring 2018	Look at textbook resources and possible course content. Review what other 4-year schools are doing in this area as we look at transferability as well.	Follow up on course transferability.



AN	1. Review 2+2 with Mindfire/Bethany College for Animation 2. Analyze software (zbrush and substance painter) and hardware (mo cap) in use for program competencies	Blair Pauly	2. Spring 2017 1. Fall 2018	1. Finalize 2+2 agreement with Mindfire Academy. 2. Implement relevant software for student to learn for industry expectations.	Advisory Board input, industry trends, and graduate follow-up will be used to verify course content and recommend future actions.
<b>QUALITY OF PROGRAM OUTCOMES</b>					
	Review outcomes to determine relevancy and consult with advisory board.	Program Coordinator, ITS Director, Department Chair and college	MP-Spring 2017 VMD - 2017-18	To create graduates with employable skill sets	Assess program data annually
	Share pool of part-time instructors.	Program Coordinator, ITS Director, Department Chair and college	Ongoing recruitment	Increased knowledgebase and number of qualified part-time instructors	Continue to seek development opportunities
	Review Perkins follow-up data for employment and transfer information. Compare it annually. Considering KS Occupational Outlook information.	Coordinators	Ongoing	Identify changes needed in the program to better prepare students for employability.	program improvements/outcome changes
<b>IMPACT, JUSTIFICATION, OVERALL ESSENTIALITY</b>					
MP/JL/AR/JP/IS/AN	1. Review transferability of courses to 4-Year programs				
Campus and the community underserved in the media area	Program projects align to industry and campus needs	Program Coordinator, ITS Director, and Department Chair	3 years	1. Institutional initiatives are encapsulated in program competencies and projects 2. Increase community awareness of program potential	1. Creation of a media campus project intake form 2. Continual community collaboration
Evaluate curriculum needs, equipment and recruiting efforts.	Avoid duplication, create a media team.	Program Coordinators/Instructors	ongoing	Collaborate with media team members to streamline needs.	Update processes and continue the evaluation cycle.
Grant exploration for Journalism equipment	Update our inventory. Removing older cameras from inventory, as they fail.	Journalism Instructor	2017-2018	Students using up to date equipment.	At end life are surplus from inventory list.

Program Review	Maj Code	0607	0608
Visual Media AAS	Degree	AAS	AAS
Graphic Design 1009 AA			

Enrollment (Course Level)	2013-14	2014-15	2015-16
# students enrolled in AN courses	79	97	111
# of courses offered	15	14	16
# of courses with 12+ students	2	4	5
Average class size	5.3	6.9	6.9
# of credit hours by program area	262	277	305

RETENTION (Course Level)	2013-14	2014-15	2015-16
# retained in course	73	90	99
% retained in course	92.41%	92.78%	89.19%
# students with C or above	71	71	85
% of students with C or above	97.3%	78.9%	85.9%

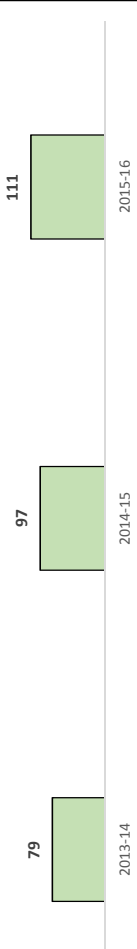
Program Enrollment	2013-14	2014-15	2015-16
Female	22	10	12
Male	40	28	22
Total	62	38	34

COMPLETIONS	2013-14	2014-15	2015-16
# Degrees	12	4	3
# Certificates			
Total Program degrees & certificates	12	4	3

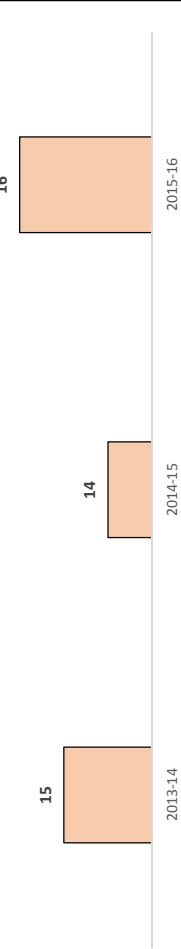
COST EFFECTIVENESS	2013-14	2014-15	2015-16
Avg Class Size	5.3	6.9	6.9
Faculty	2	2	3
# Courses	15	14	16
# Total Credit Hour Production	262	277	305

Avg Success Rate Method 1 *	Success Rate	DWF Rate
2013-14	89.87%	10.13%
2014-15	73.20%	26.80%
2015-16	76.58%	23.42%
Avg Success Rate Method 2**	Success Rate	D, F Rate
2013-14	97.26%	2.74%
2014-15	78.89%	21.11%
2015-16	85.86%	14.14%

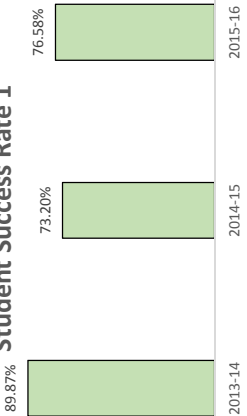
# students enrolled in AN courses



# of courses offered



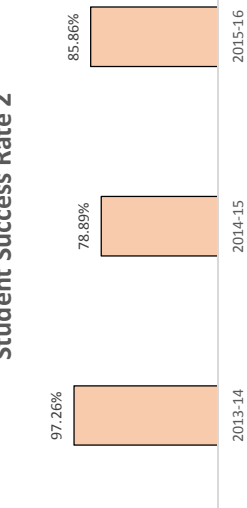
Student Success Rate 1



\* Success Rate 1

The success rate is the number who received a "C" or higher divided by the total number enrolled in the course. This method gives a D,W,F rate. This method shows success of all students enrolled in the course.

Student Success Rate 2



\*\*Success Rate 2

Students who withdraw are removed. Then you divide the number of students who received a "C" or better by the number of students who completed the course. This method gives a D,F rate. This method shows success for all students who completed the course.

<b>Program Review</b>		
<b>Media Communication</b>	Maj Code	0607
<b>Visual Media Design</b>	Degree	AAS

Emphasis in Graphic Design/Web Technologies

<b>Enrollment (Course Level)</b>	<b>2014-15</b>	<b>2015-16</b>
# students enrolled in courses	232	283
# of courses offered	42	48
# of courses with 12+ students	9	7
Average class size	5.5	5.9
# of credit hours by program area	575	693

<b>RETENTION (Course Level)</b>	<b>2014-15</b>	<b>2015-16</b>
# retained in course	209	249
% retained in course	90.09%	87.99%
# students with C or above	168	214
% of students with C or above	80.4%	85.9%

<b>^Program Enrollment</b>	<b>2014-15</b>	<b>2015-16</b>
Female	7	10
Male	2	2
Total	9	12

<b>COMPLETIONS</b>	<b>2014-15</b>	<b>2015-16</b>
# Degrees	1	2
# Certificates		
Total Program degrees & certificates	1	2

<b>COST EFFECTIVENESS</b>	<b>2014-15</b>	<b>2015-16</b>
Avg Class Size	5.5	5.9
Faculty	7	6
# Courses	42	48
# Total Credit Hour Production	575	693

<b>Avg Success Rate Method 1 *</b>	<b>Success Rate</b>	<b>DWF Rate</b>
2014-15	72.41%	27.59%
2015-16	75.62%	24.38%

<b>Avg Success Rate Method 2**</b>	<b>Success Rate</b>	<b>D, F Rate</b>
2014-15	80.38%	19.62%
2015-16	85.94%	14.06%

Program Review	Maj Code	0602
JOURNALISM	Degree	AA

Enrollment (Course Level)	2013-14	2014-15	2015-16
# students enrolled in courses	52	63	76
# of courses offered	10	11	11
# of courses with 12+ students	0	1	1
Average class size	5.2	5.7	6.91
# of credit hours by program area	123	161	187

RETENTION (Course Level)	2013-14	2014-15	2015-16
# retained in course	45	58	67
% retained in course	86.54%	92.06%	88.16%
# students with C or above	41	56	62
% of students with C or above	91.1%	96.6%	92.5%

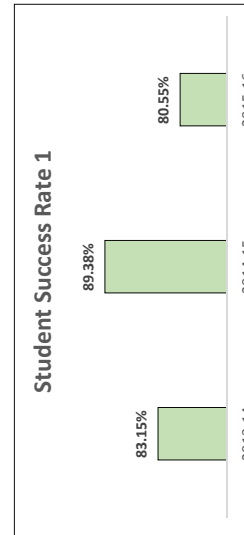
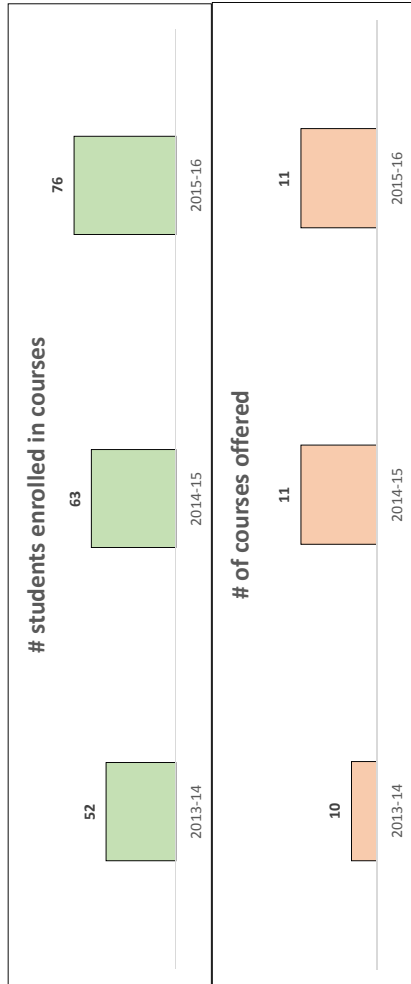
Program Enrollment	2013-14	2014-15	2015-16
Female	22	10	12
Male	40	28	22
Total	62	38	34

COMPLETIONS	2012-13	2013-14	2014-15
# Degrees (AAS)	0	1	2
# Certificates			

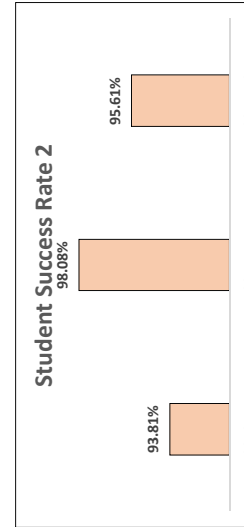
COST EFFECTIVENESS	2013-14	2014-15	2015-16
Avg Class Size	5.2	5.7	6.9
Faculty	2	2	2
# Courses	10	11	11
# Total Credit Hour Production	123	161	187

Avg Success Rate Method 1 *	Success Rate	DWF Rate
2013-14	83.15%	16.85%
2014-15	89.38%	10.62%
2015-16	80.55%	19.45%

Avg Success Rate Method 2**	Success Rate	D, F Rate
2013-14	93.81%	6.19%
2014-15	98.08%	1.92%
2015-16	95.61%	4.39%



**\* Success Rate 1**  
The success rate is the number who received a "C" or higher divided by the total number enrolled in the course. This method gives a D,W,F rate. This method shows success of all students enrolled in the course.



**\*\*Success Rate 2**  
Students who withdraw are removed. Then you divide the number of students who received a "C" or better by the number of students who completed the course. This method gives a D,F rate. This method shows success for all students who completed the course.

## Respiratory Therapy

The Respiratory Therapy program completed and submitted the Commission on Accreditation for Respiratory Care (CoARC) self-study report as their program review. Then on April 13 and 14, CoARC site visitors conducted an on-site evaluation.

Program Review		
RESPIRATORY THERAPIST	Maj Code	5281
	Degree	AAS

Enrollment (Course Level)	2013-14	2014-15	2015-16
# students enrolled in courses	78	129	113
# of courses offered	7	15	13
# of courses with 12+ students	2	0	3
Average class size	11.1	8.6	8.7
# of credit hours by program area	235	407	354

RETENTION (Course Level)	2013-14	2014-15	2015-16
# retained in course	72	129	103
% retained in course	92.31%	100.00%	91.15%
# students with C or above	72	129	101
% of students with C or above	100.0%	100.0%	98.1%

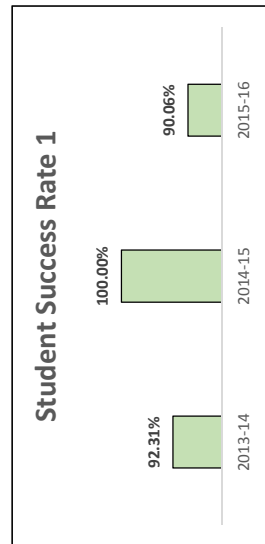
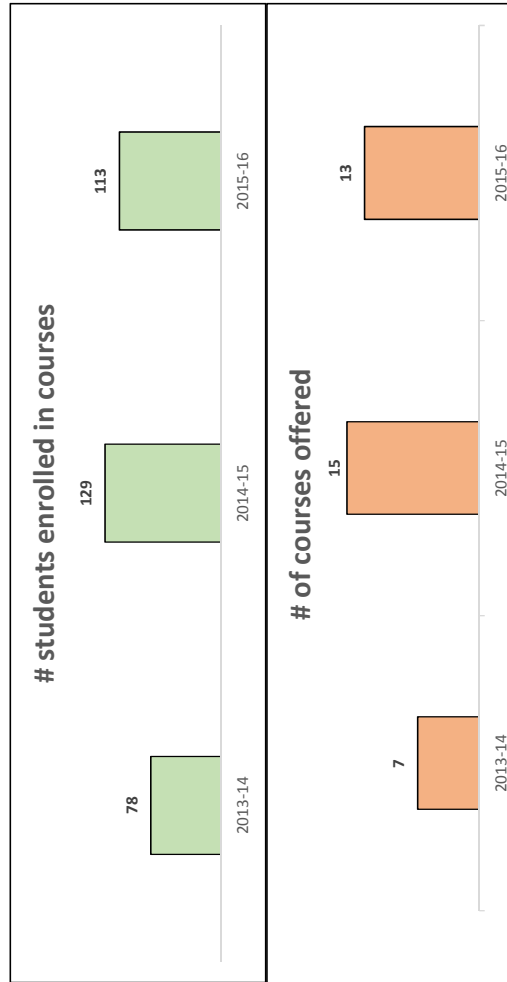
A Program Enrollment	2012-13	2013-14	2014-15	2015-16
Female	8	13	19	13
Male	3	6	7	7
Total	11	19	26	20

COMPLETIONS	AY 13	AY 14	AY 15
# Degrees	0	11	0
# Certificates			
Total Program degrees & certificates	0	11	0

COST EFFECTIVENESS	2013-14	2014-15	2015-16
Avg Class Size	11.1	8.6	8.7
Faculty	2	2	2
# Courses	7	15	13
# Total Credit Hour Production	235	407	354

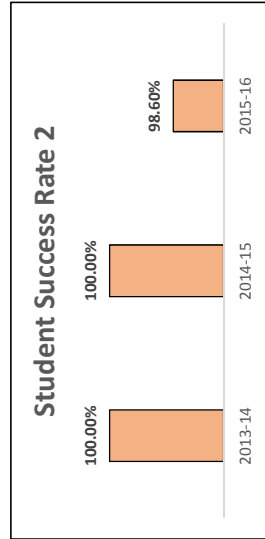
Avg Success Rate Method 1 *	Success Rate	DWF Rate
2013-14	92.31%	7.69%
2014-15	100.00%	0.00%
2015-16	90.06%	9.94%

Avg Success Rate Method 2 **	Success Rate	D, F Rate
2013-14	100.00%	0.00%
2014-15	100.00%	0.00%
2015-16	98.60%	1.40%

**\* Success Rate 1**

The success rate is the number who received a "C" or higher divided by the total number enrolled in the course. This method gives a D,W,F rate.

This method shows success of all students enrolled in the course.

**\*\* Success Rate 2**

Students who withdraw are removed. Then you divide the number of students who received a "C" or better by the number of students who completed the course. This method gives a D,F rate. This method shows success for all students who completed the course.

### **III. INSTITUTIONAL ASSESSMENT**

## **Institutional Assessment Overview**

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.

Reports for the following institutional assessment instruments appear in this report:

### **Direct Assessment**

- Institution-Wide Outcomes Rubrics
- Course Outcomes Reporting
- CAAP Critical Thinking Testing
- WorkKeys Testing

### **Indirect Assessment**

- Hutchinson Community College Academic Experience Student and Faculty Surveys

### **Co-Curricular**

Co-Curricular Assessment Action Plan

Hutchinson Community College also conducted the following surveys, projects, and reports during the 2016/2017 academic year:

- ACT Institutional Data Questionnaire
- College Board's Annual Survey of College
- Higher Learning Commission (HLC) Institutional Update
- Hutchinson Community College Graduate Questionnaire
- Integrated Postsecondary Education Data System (IPEDS) Survey
- Kansas Board of Regents Reports
- National Community College Benchmark Project (NCCBP)
- National Community College Cost and Productivity Project (NCCCPP)
- Peterson's Annual Survey of Undergraduate Institutions
- Student Services' Student Satisfaction Survey

One should contact Institutional Research for any questions regarding these assessments.



### **Institution-Wide Outcomes Rubrics**

Hutchinson Community College has in place five outcomes that oversee not only general education courses but also the entire curriculum. All Hutchinson Community College courses are connected to at least one Institution Wide Outcome. Co-curricular activities are also assessed by institution-wide outcomes. The outcomes are reviewed by Representative Assembly, and student performance based upon these outcomes is assessed in courses, program reviews, and institution-wide assessment instruments.

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.

Rubrics are currently being developed to assist with consistency of measuring each of these outcomes. During the 2015/2016 academic year, the Assessment Subcommittee created Hutchinson Community College's Critical Thinking Rubric to help assess Institution-Wide Outcome I: Demonstrate the ability to think critically and make reasonable judgments by acquiring, analyzing, combining, and evaluating information. Based upon the Critical Thinking AAC&U Value Rubric, it allows faculty to assess the student performance on course outcomes mapped to Hutchinson Community College's Critical Thinking outcome.

The rubric was presented at August 2017 department meetings and then sent to faculty in October to utilize. Faculty then submitted both assessment data and their feedback about the rubric. In January, the data and feedback were discussed at a campus-wide session held during the Professional Development Days. The Assessment Subcommittee members modified the rubric once more based upon feedback received during the previous semester, at the session, and from the areas they represent. The finalized rubric was sent to faculty campus-wide, and they submitted critical thinking assessment data at the end of the spring semester. The finalized rubric appears on the following page.

# 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
<b>Identification and Explanation of Issues</b>	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.
<b>Use of Information</b>	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.
<b>Influence of context and assumptions</b>	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.
<b>Student's position (perspective, thesis, or hypothesis)</b>	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.
<b>Conclusions and related outcomes (implications and consequences)</b>	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.

The submitted data assessing critical thinking skills is as follows:

2016/2017 Critical Thinking Rubric Assessment Data					
	Classes Assessed	Completers of Course Outcome	Students Assessed as Proficient or Exemplary	Students Assessed as Inadequate	Critical Thinking Achievement Rate
Fall 2016	48	955	837	118	87.6%
Spring 2017	80	1134	1047	87	92.3%
2016/2017	128	2089	1884	205	90.2%

Assignments utilized to assess critical thinking included critical reflections, symbol interpretations, exams, quizzes, written analyses, application of learned skillsets, scenario-based testing, probability simulations, discussion posts, lab assignments, final projects, case studies, presentations, and patient simulations.

### Conclusions

The initial year's data shows majority of Hutchinson Community College students are proficient or exemplary in terms of critical thinking. The Assessment Subcommittee will continue to collect critical thinking assessment data and expand the number of classes assessed to determine trends.

### **Course Outcomes Reporting**

All HCC courses are connected to at least one of the five Institution Wide Outcome:

- 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.

The course outcomes have then been mapped to the appropriate institution-wide outcome. The data reported is then analyzed based upon the selected institution-wide outcome in order to assess the success rate of students achieving those outcomes.

The following provides first a detailed summary of the 2016/2017 data and then a three-year comparison of the overall data.

<b>2016/2017 Course Outcomes Success Rate by Institution-Wide Outcome</b>						
Institution-Wide Outcome	Fall 2016		Spring 2017		2016/2017	
	Achievers/Completers	Percentage	Achievers/Completers	Percentage	Achievers/Completers	Percentage
All of IWOs	46565/52387	88.9%	46535/52059	89.4%	93100/104446	89.1%
IWO I	19971/22687	88%	21312/23833	89.4%	41283/46520	88.7%
IWO II	11927/13723	86.9%	11147/12693	87.8%	23074/26416	87.3%
IWO III	8447/9195	91.9%	8381/8940	93.3%	16828/18135	92.8%
IWO IV	3293/3643	90.4%	2743/2974	92.2%	6036/6617	91.2%
IWO V	2499/2986	83.7%	2954/3577	82.6%	5453/6563	83.1%

<b>Three-Year Hutchinson Community College's Institution-Wide Outcomes Achievement Summary</b>									
Institution-Wide Outcome	Fall 2014	Spring 2015	2014-2015	Fall 2015	Spring 2016	2015-2016	Fall 2016	Spring 2017	2016-2017
IWO I	85.4%	88.9%	87.1%	87.9%	89.7%	88.7%	88%	89.4%	88.7%
IWO II	84.9%	87.8%	86.3%	85.7%	87.1%	86.3%	86.9%	87.8%	87.3%
IWO III	92.4%	92.2%	92.3%	91.9%	93.1%	92.4%	91.9%	93.3%	92.8%
IWO IV	86.9%	93.8%	90.4%	90.8%	93.4%	91.9%	90.4%	92.2%	91.2%
IWO V	71.7%	77.8%	74.8%	78.8%	82.4%	80.9%	83.7%	82.6%	83.1%

## Conclusions

The assessment data shows the majority of students who complete the assessment instrument do so successfully. The three-year comparison for the institution-wide outcomes illustrates an overall improvement in student success. Professional learning opportunities, including themed-Teaching Tuesdays related to strengthening the skill sets covered in the institution-wide outcomes, will continue to be offered as tools to improve the success rates.

Faculty participation has continued to improve each semester thanks to the implementation of new strategies of reaching part-time faculty. This has included sending reminder emails earlier in the semester and reaching out to new part-time faculty at the beginning of the semester to let them know about course outcomes reporting. They are then informed of the process and can input the data before the reminder email is sent at the end of the semester. A similar technique has been utilized with the new full-time faculty in the Teaching Academy, and it has led to improved participation rates.

### **CAAP Critical Thinking Testing**

Starting in the Spring of 2015, Hutchinson Community College began the use of the Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Test, a 32-item, 40-minute test that measures students' skills in clarifying, analyzing, evaluating, and extending arguments. An argument is defined as a sequence of statements that includes a claim that one of the statements, the conclusion, follows from the other statements. The Critical Thinking Test consists of four passages that are representative of the kinds of issues commonly encountered in a postsecondary curriculum.

A passage typically presents a series of sub-arguments in support of a more general conclusion or conclusions. Each passage presents one or more arguments using a variety of formats, including case studies, debates, dialogues, overlapping positions, statistical arguments, experimental results, or editorials. Each passage is accompanied by a set of multiple-choice test items. A total score is provided for the Critical Thinking Test; no sub-scores are provided.

#### **Content Specifications Summary for the CAAP Critical Thinking Test**

<b>Content Category</b>	<b>Proportion of Test</b>	<b>Number of Items</b>
Analysis of elements of an argument	.53–.66	17–21
Evaluation of an argument	.16–.28	5–9
Extension of an argument	.19	6
<b>Total</b>	<b>1.00</b>	<b>32</b>

### **ASSESSMENT STRATEGY**

Spring 2017 was the third time the CAAP Critical Thinking was used at HCC. The HCC Curriculum and Program Improvement Coordinator worked with Institutional Research to create a list of degree-seeking students with 50 credit hours or more who were enrolled in Spring 2017 classes. That list was then broken down by those seeking an Associate of Arts, Associate of General Studies, or an Associate of Science and those seeking an Associate of Applied Science or Technical Certificate who would benefit from taking the CAAP test. All students identified on the list in the first category received an e-mail in February inviting them to take the CAAP Critical Thinking Test. The Application for Posting of HCC Degree form was also modified to encourage students to volunteer to take the CAAP Critical Thinking Test. Furthermore, several instructors volunteered class time for the test's administration. A total of 111 students completed the CAAP Critical Thinking Test. The test was administered in Hutchinson, McPherson, and Newton from April 6 to April 21.

Table 1: Population Demographics by Department

Department	Number of Students (n)
Department I: Allied Health	26
Department II: Agriculture, Business, Computers, & Technology	22
Department III: Fine Arts & Humanities	16
Department IV: Natural Science, Social Science, & Mathematics	16
Department V: Public Safety	31

## RESULTS

Table 2 provides a summary of CAAP scores. The 111 HCC students ( $M=62.7$ ,  $S.D.=5.0$ ) scored above the national average based upon 13491 students taking the test ( $M=60.2$ ,  $S.D.=5.4$ ).

Table 2: Summary of CAAP Critical Thinking Test Scores

Summary of CAAP Critical Thinking Test Scores					
	n	Local Mean	S.D.	National Mean	S.D.
2017 HCC Students	111	62.7	5.0	60.2	5.4
2016 HCC Students	100	62.1	4.9	60.5	5.3
2015 HCC Students	46	63.1	4.6	60.6	5.4

### Performance by Degrees/Certificates, Departments, Cumulative GPA, and Honors

The following tables break down student performance on the CAAP Critical Thinking Test when there are two or more students in that category.

Performance by Degrees/Certificates												
	Spring 2015				Spring 2016				Spring 2017			
Degree/ Certificate	n	Number of Graduates	Compared to Other HCC Students	Compared to Students Nationwide	n	Number of Graduates	Compared to Other HCC Students	Compared to Students Nationwide	n	Number of Graduates	Compared to Other HCC Students	Compared to Students Nationwide
Associate of Arts	19	252	61%	71%	25	139	55%	63%	24	127	52%	71%
Associate of Science	6	28	65%	76%	24	137	63%	70%	23	138	60%	75%
Associate of General Studies*	NA	NA	NA	NA	0	9	-	-	1	10	-	-
Associate of Applied Science	2	202	62%	77%	49	236	48%	56%	63	167	41%	64%
Technical Certificate	15	115	37%	49%	2	90	65%	73.5%	0	70	-	-

\*The 2015/2016 academic year was the first time the Associate of General Studies was offered.



Performance by Departments									
	Spring 2015			Spring 2016			Spring 2017		
Department	n	Compared to Other HCC Students	Compared to Students Nationwide	n	Compared to Other HCC Students	Compared to Students Nationwide	N	Compared to Other HCC Students	Compared to Students Nationwide
Department I: Allied Health	20	42%	53%	28	47%	55%	26	52%	71%
Department II: Agriculture, Business, Computers, & Technology	7	58%	68%	9	42%	50%	22	36%	61%
Department III: Fine Arts & Humanities	4	78%	85%	19	61%	67%	16	56%	73%
Department IV: Natural Science, Social Science, & Mathematics	13	62%	73%	26	62%	69%	16	65%	78%
Department V: Public Safety	1	NA	NA	18	50%	58%	31	41%	64%

Performance by Cumulative GPA								
CUM GPA Range	Spring 2015			Spring 2016			Spring 2017	
	n	Compared to Other HCC Students	Compared to Students Nationwide	n	Compared to Other HCC Students	Compared to Students Nationwide	n	Compared to Other HCC Students Compared to Students Nationwide
4.0-3.5	17	67%	75%	36	68%	74%	45	66% 79%
3.49-3.0	15	44%	57%	48	45%	53%	36	43% 65.5%
2.99-2.5	9	47%	58%	13	52%	59.5%	23	31% 57%
2.5 or less	4	58%	67%	3	31%	44%	7	33% 59%

Performance by Honors								
Honors/Non-Honors Designation	Spring 2015			Spring 2016			Spring 2017	
	n	Compared to Other HCC Students	Compared to Students Nationwide	n	Compared to Other HCC Students	Compared to Students Nationwide	n	Compared to Other HCC Students Compared to Students Nationwide
Honors Designation	7	81%	88%	14	86%	89%	18	76% 88%
Non-Honors Designation	39	50%	61%	86	49%	57%	93	41% 64%

## Conclusions

The CAAP Critical Thinking Test provides a snapshot of HutchCC students. Working with instructors to administer the CAAP test in classes allowed for an increased participation compared to Spring 2015 and a slight increase in participation compared to Spring 2016. The participants represent a cross-section of HutchCC in terms of degrees, majors, and past educational performance. While the HutchCC average remained above the national benchmark, the score increased from 2016 but is still below 2015 results. To continue to improve the score, both instructors and co-curricular advisors will stress critical thinking skills by utilizing HCC's Critical Thinking Rubric. Activities occurring both in and outside of the classroom can help students strengthen their critical thinking. To support these efforts, professional development activities are available.

### **WorkKeys Testing**

During April 2017, twelve graduating students from Automation Engineering Technology, Manufacturing Engineering Technology, and Welding programs completed the Applied Mathematics, Locating Information, and Reading for Information WorkKeys Tests. The tests were completed online in a Hutchinson Community College computer lab under the supervision of a test proctor. The average of their scores are in the table below:

Hutchinson Community College Spring 2017 WorkKeys Results						
	Applied Mathematics		Locating Information		Reading for Information	
	Level Score	Scale Score	Level Score	Scale Score	Level Score	Scale Score
	Possible Range <3-7	65-90	Possible Range <3-6	65-90	Possible Range <3-7	65-90
Average	5.08	80.25	4	77.42	5	80.25

WorkKeys does not provide any national benchmark data. They do, though, award the ACT National Career Readiness Certificate to students who have completed these three tests.

The four levels of proficiency are as follows:

- Platinum: Scores of Level 6 or higher on all three exams
- Gold: Scores of Level 5 or higher on all three exams
- Silver: Scores of Level 4 or higher on all three exams
- Bronze: Scores of Level 3 or higher on all three exams

The levels correspond to skill requirements of ACT-profiled jobs in ACT JobPro database:

- Platinum indicates skills required for approximately 99% of profiled jobs
- Gold indicates skills required for at least 93% of profiled jobs
- Silver indicates skills required for at least 69% of profiled jobs
- Bronze indicates skills required for at least 17% of profiled jobs

Based upon the average scores, Hutchinson Community College students have skills required for at least 69% of profiled jobs.

This is the first year students have completed the WorkKeys tests as a method to assess technical students' proficiency with Institution Wide Outcome II, : Demonstrate the skills necessary to access and manipulate information through various technological and traditional methods, Institution Wide Outcome III: Demonstrate effective communication through reading, writing, listening, and speaking, and Institution Wide Outcome IV: Demonstrate effective quantitative-reasoning and computational skills. Based upon feedback received, it is recommended in the future not to have students take all three tests in one setting. Hutchinson Community College will once again conduct these tests next year and continue to assess the data to look for trends and methods to improve student learning.

### **Hutchinson Community College Academic Experience Student and Faculty Surveys**

The Hutchinson Community College Student and Faculty Academic Experience Surveys were created by the Assessment Subcommittee in 2014 and 2015 after reviewing assessment data from the Noel-Levitz Satisfaction Survey, the Community College Survey of Student Engagement, and the Hutchinson Community College Graduate Questionnaire as a method to pursue certain topics in further depth. Links to both the student and the faculty surveys were emailed to their targeted audience. The surveys included a mixture of multiple choice and open-ended questions to provide both quantitative and qualitative data.

### **DEMOGRAPHICS**

Spring 2017 was the second time the Hutchinson Community College Student and Faculty Academic Experience Surveys were used at Hutchinson Community College. They were completed by 231 students and 56 faculty members. The following table shows the demographics of the students:

Student Demographics						
	2017			2015		
Gender	Female	162	70.1%	Female	434	64.5%
	Male	67	29%	Male	227	33.7%
	Prefer Not to Identify	2	.9%	Prefer Not to Identify	18	2.7%
Credit Hours Completed at HCC	1 to 15	55	23.8%	1 to 15	219	33.1%
	16 to 30	85	36.8%	16 to 30	243	36.7%
	31 to 45	36	15.6%	31 to 45	157	23.7%
	45+	55	23.8%	45+	164	24.8%

Participation was down compared to 2015. Previously, students received an alert in DragonZone to complete the survey. This year it was decided to email the students the link to the survey and then send two follow-up emails as a reminder.

The top five programs/majors of the students completing the survey included General Education, Nursing, Business, Health Information Management, and Radiologic Technology. The range of responses came from current high school students taking HCC classes to students who graduated from high school over 40 years ago.

The faculty were not asked any demographic questions.

## GENERAL ACADEMIC EXPERIENCE

The first section of the survey dealt with general overall questions regarding the academic experience for both students and faculty. Respondents selected whether they strongly agreed, agreed, disagreed, or strongly disagreed with a statement. HCC's Institution Wide Outcomes appeared as the final five statements in this section.

Student/Faculty Questions		2017				2015			
		Students		Faculty		Students		Faculty	
HutchCC is consistent in how it communicates with me/I am consistent with how I communicate with students.	Strongly Agree	95	41.13%	32	57.14%	284	41.8%	30	55.6%
	Agree	113	48.98%	24	42.86%	323	47.6%	24	44.4%
	Disagree	19	8.23%	0	0%	63	9.3%	0	0
	Strongly Disagree	4	1.73%	0	0%	9	1.3%	0	0
HutchCC provides the resources I need to help me be successful(i.e. tutoring services, academic advising, access to computers, etc.)/I provide the resources and the information about resources students need to be successful (i.e. tutoring services, academic advising, access to computers, etc.).	Strongly Agree	113	48.92%	28	50%	329	48.6%	27	50.0%
	Agree	110	47.62%	26	46.43%	310	45.8%	27	50.0%
	Disagree	5	2.16%	2	3.57%	35	5.2%	0	0
	Strongly Disagree	3	1.3%	0	0%	3	0.4%	0	0
Information about program requirements is readily available on the HutchCC website/Information about program requirements is readily available on the HCC website.	Strongly Agree	102	44.35%	26	47.27%	320	47.3%	21	39.6%
	Agree	114	49.57%	26	47.27%	304	44.9%	26	49.1%
	Disagree	11	4.78%	2	3.64%	48	7.1%	6	11.3%
	Strongly Disagree	3	1.3%	1	1.82%	5	0.7%	0	0
My courses are academically challenging and prepared me for the next level/My courses are academically challenging and prepared me for the next level.	Strongly Agree	100	43.29%	27	48.21%	300	44.3%	29	53.7%
	Agree	118	51.08%	27	48.21%	320	47.3%	25	46.3%
	Disagree	9	3.9%	2	3.57%	49	7.2%	0	0
	Strongly Disagree	4	1.73%	0	0%	8	1.2%	0	0
My instructors are fair and consistent/My instruction is fair and consistent.	Strongly Agree	88	38.26%	37	66.07%	297	43.8%	33	62.3%
	Agree	98	42.61%	19	33.93%	289	42.6%	20	37.7%
	Disagree	32	13.91%	0	0%	78	11.5%	0	0
	Strongly Disagree	12	5.22%	0	0%	14	2.1%	0	0

The majority of my classes deal with practical experiences and applications/The majority of my classes deal with practical experiences and applications.	Strongly Agree	82	35.65%	31	57.41%	281	41.6%	23	42.6%
	Agree	117	50.87%	20	37.04%	326	48.2%	28	51.9%
	Disagree	26	11.3%	2	3.7%	61	9.0%	3	5.6%
	Strongly Disagree	5	2.17%	1	1.85%	8	1.2%	0	0
I am willing to seek extra help about an assignment/I am willing to help students who seek extra help about an assignment.	Strongly Agree	117	51.09%	42	75%	339	50.2%	42	77.8%
	Agree	101	44.1%	14	25%	294	43.6%	12	22.2%
	Disagree	10	4.37%	0	0%	40	5.9%	0	0
	Strongly Disagree	1	0.44%	0	0%	2	0.3%	0	0
I was prepared academically to succeed in college/I prepare my students academically to succeed in college.	Strongly Agree	102	44.16%	32	57.14%	344	51.2%	31	57.4%
	Agree	110	47.62%	23	41.07%	285	42.4%	23	42.6%
	Disagree	16	6.93%	1	1.79%	34	5.1%	0	0
	Strongly Disagree	3	1.3%	0	0%	9	1.3%	0	0
I feel welcomed here/I help make students feel welcomed here.	Strongly Agree	113	48.92%	35	62.5%	350	51.9%	41	75.9%
	Agree	95	41.13%	21	37.5%	268	39.8%	13	24.1%
	Disagree	20	8.66%	0	0%	39	5.8%	0	0
	Strongly Disagree	3	1.3%	0	0%	17	2.5%	0	0
At least one HutchCC staff member or instructor learned my name/I have learned my students' names.	Strongly Agree	141	61.3%	41	74.55%	424	62.8%	39	72.2%
	Agree	78	33.91%	12	21.82%	216	32.0%	13	24.1%
	Disagree	7	3.04%	2	3.64%	30	4.4%	2	3.7%
	Strongly Disagree	4	1.74%	0	0%	5	0.7%	0	0
My courses have helped me develop the ability to think critically and make reasonable judgements/My courses help students develop the ability to think critically and make reasonable judgements.	Strongly Agree	100	43.48%	30	54.55%	308	45.9%	27	50.9%
	Agree	112	48.7%	24	43.64%	323	48.1%	26	49.1%
	Disagree	13	5.65%	1	1.82%	34	5.1%	0	0
	Strongly Disagree	5	2.17%	0	0%	6	0.9%	0	0
My courses have helped me gain the skills necessary to access and manipulate information/My courses help students gain the skills necessary to access and manipulate information.	Strongly Agree	101	43.72%	33	60%	305	45.3%	27	50.0%
	Agree	115	49.78%	20	36.36%	330	49.0%	25	46.3%
	Disagree	13	5.63%	2	3.64%	32	4.7%	2	3.7%
	Strongly Disagree	2	0.87%	0	0%	7	1.0%	0	0

My courses have helped me develop effective communication skills through reading, writing, listening, and speaking/My courses help students develop effective communication skills through reading, writing, listening, and speaking.	Strongly Agree	91	39.39%	22	40.74%	307	45.8%	18	33.3%
	Agree	120	51.95%	30	55.56%	314	46.9%	29	53.7%
	Disagree	18	7.79%	2	3.7%	46	6.9%	6	11.1%
	Strongly Disagree	2	0.87%	0	0%	3	0.4%	1	1.9%
My courses have helped me develop effective interpersonal and collaborative skills/My courses help students develop effective interpersonal and collaborative skills.	Strongly Agree	79	34.8%	16	29.63%	285	42.5%	21	38.9%
	Agree	124	54.63%	35	64.81%	332	49.5%	27	50.0%
	Disagree	22	9.69%	3	5.56%	46	6.9%	6	11.1%
	Strongly Disagree	2	0.88%	0	0%	8	1.2%	0	0
My courses have helped me develop effective quantitative-reasoning and computational skills/My courses help students develop effective quantitative-reasoning and computational skills.	Strongly Agree	82	35.65%	18	32.73%	284	42.6%	15	28.3%
	Agree	126	54.78%	28	50.91%	329	49.4%	28	52.8%
	Disagree	20	8.7%	9	16.36%	47	7.1%	10	18.9%
	Strongly Disagree	2	0.87%	0	0%	6	0.9%	0	0

## EXPECTATIONS/ACADEMIC CHALLENGE

The second section of the survey asked students and faculty about their expectations for courses at Hutchinson Community College utilizing both multiple choice and open-ended questions.

Student/Faculty Questions		2017				2015			
		Students		Faculty		Students		Faculty	
What expectations did you have for your classes at HCC compared to high school?/How do you feel overall about your classes at HCC compared to the rigor of high school courses?	They would be harder.	136	58.87%	46	83.64%	444	65.5%	45	84.9%
	They would be about the same.	52	22.51%	5	9.09%	138	20.4%	6	11.3%
	They would be easier.	9	3.9%	0	0%	19	2.8%	0	0.0%
	I had no expectations/I have no opinion.	34	14.72%	4	7.27%	77	11.4%	2	3.8%
How do you feel overall about your instructors' expectations in terms of assignments?/How do you feel overall about your expectations in terms of assignments?	They are next to impossible to manage.	17	7.39%	0	0%	26	3.9%	0	0.0%
	They are hard but manageable.	111	48.26%	23	41.07%	298	44.3%	22	40.7%
	Just right.	88	38.26%	26	46.43%	341	50.7%	31	57.4%
	They are easy.	12	5.22%	7	12.5%	23	3.4%	1	1.9%
	They are too easy	2	0.87%	0	0%	14	2.1%	0	0.0%



Student Question		2017		2015	
What percentage of your classes challenged you?	100%-80%	117	50.87%	293	43.7%
	79%-60%	67	29.13%	210	31.3%
	59%-40%	33	14.35%	101	15.1%
	40%-0%	13	5.65%	67	10.0%

The open-ended responses from the students dealt with questions regarding whether Hutchinson Community College met their expectations they had for it and what they found challenging about their courses that helped prepare them for the next step after college. The responses ranged in terms of the classes were easy to they were demanding. Many who responded that the classes were more challenging also stated they were more rewarding and helped them improve their time management, study, and critical thinking skills. They also appreciated when real-world experiences and scenarios were utilized in the courses.

The open-ended responses from the faculty dealt with the question regarding what it is about their classes that challenges the students and helps prepare them for the next step. The responses included critical thinking exercises, experiential learning, class interaction, writing assignments, and the pace of the class. They also felt requiring students to make connections between the information they learned and the experiences outside the classroom was very beneficial.

## NOTE TAKING AND READING

The following section asked questions about note taking, reading assignments, and personal reading habits. This section had both multiple-choice and open-ended questions.

Student/Faculty Questions		2017				2015			
		Students		Faculty		Students		Faculty	
Do you take notes in your courses?/Do students take notes in your courses?	Yes	211	91.34%	42	82.35%	592	87.8%	36	70.6%
	No	20	8.66%	9	17.65%	82	12.2%	15	29.4%
Do your classes have reading assignments (textbooks, manuals, novels, blogs, literature, etc.) that are expected to be finished for the completion of assignments?/Do your classes have reading assignments (textbooks, manuals, novels, blogs, literature, etc.) that are expected to be finished for the completion of assignments?	Yes	220	96.07%	48	85.71%	600	90.5%	45	84.9%
	No	9	3.93%	8	14.29%	63	9.5%	8	15.1%

What percentage of the reading assignments do you complete?/What percentage of the reading assignments do your students complete?	100%-90%	138	60.26%	11	21.57%	377	57.0%	10	22.7%
	89%-75%	56	24.45%	18	35.29%	163	24.7%	16	36.4%
	74%-50%	16	6.99%	12	23.53%	58	8.8%	10	22.7%
	49%-25%	12	5.24%	5	9.8%	23	3.5%	6	13.6%
	24%-0	7	3.06%	5	9.8%	40	6.1%	2	4.5%
If you had the option, would you read eBooks of the same content?/If you had the option, would you use eBooks of the same content?	Yes	80	34.78%	16	30.19%	314	47.3%	18	35.3%
	No	150	65.22%	37	69.81%	350	52.7%	33	64.7%
How many books did you read on your own for personal enjoyment or academic enrichment this last year?/How many books did you read on your own for personal enjoyment or academic enrichment this last year?	0	73	31.6%	4	7.14%	197	29.4%	0	0%
	1 to 4	112	48.48%	21	37.5%	292	43.5%	22	40.7%
	5 to 10	21	9.09%	17	30.36%	103	15.4%	17	31.5%
	11 to 20	11	4.76%	6	10.71%	37	5.5%	6	11.1%
	20+	14	6.06%	8	14.29%	42	6.3%	6	11.1%

The first open-ended question for students asked if they did not take notes, why this was. The responses included there was no cumulative final in the class, they felt they did not need to take notes in an online class, notes were already available through provided PowerPoints, their classes were not lecture-based, and they did not feel they would need to study them.

The second open-ended question for students asked why they completed their assigned percentage of the reading assignment. The responses for why they read the material included the readings were required so they read all of them, they wanted high grades, and they wanted to be prepared for quizzes and tests. The responses for why they did not read the material included they did not feel as though they learn well by reading but rather through class activities, they were lazy, the tests did not always tie back to the reading assignments so they felt they did not need to read them, the readings were not interesting, and time constraints from outside obligations prevented them from finishing the readings.

The first open-ended question for faculty asked if they responded students did not take notes in their classes whether they address this with the students and/or teach them note-taking skills. The responses included the instructors taught online so they were not sure if their students take notes, they started the semester with modeling effective note-taking skills to show how students can take notes, they provide students with note-taking methods, and they prompt their students to take notes by telling them when they need to do so.

The second open-ended question for faculty asked how they addressed the completion of reading assignments with students. Most responded the reading assignments are connected to exams, tests, quizzes, discussions, reactions, and reflection work to motivate the students to read the entire assignments. Many also have found students being required to answer a question or submitting a synopsis before class begins are helpful methods to get students to read the assignments.

## RESEARCH AND RESOURCES

The next section of the surveys focused on the use of research in classes and the use of the academic resources at Hutchinson Community College. This section included a mixture of multiple-choice and open-ended questions.

Student/Faculty Questions		2017				2015			
		Students		Faculty		Students		Faculty	
Did you work on a paper or project that required research from several sources in your classes/labs?/How often do you assign a paper or project that required research from several sources in your classes/labs?	In the majority of my courses/labs	54	23.38%	24	42.86%	166	24.9%	6	11.1%
	In half of my courses/labs	69	29.87%	8	14.29%	186	27.9%	15	27.8%
	In less than half of my courses/labs	78	33.77%	10	17.86%	226	33.9%	15	27.8%
	In none of my courses/labs	30	12.99%	14	25%	88	13.2%	18	33.3%
Do you use the resources available from Rimmer Learning Resource Center/JFK Library?/Do you tell students about the resources available from Rimmer Learning Resource Center/JFK Library?	Yes	128	55.41%	35	64.81%	392	58.7%	37	68.5%
	No	103	44.59%	19	35.19%	276	41.3%	17	31.5%
Do you use the available tutoring services on campus?/Do you tell students about the available tutoring services on campus?	Yes	42	18.26%	43	78.18%	133	19.9%	43	79.6%
	No	188	81.74%	12	21.82%	537	80.1%	11	20.4%

The open-ended question for students asked if they did not currently use the resources including the academic tutoring, what would lead to their using them. The responses included they felt they did not need these resources, they past experiences that felt profitable, they did not have the time, they did not take classes on campus and were not aware of online services, they were embarrassed to use the services, and they would use the resources when they felt like they needed them.

The open-ended question for faculty asked what they think would get students to use academic resources at HCC. The responses included to continue emphasizing their availability in ED105 Success Seminar/College Orientation, expand the subjects offered, develop methods to better deliver to places outside of main campus, and connect the use of resources to a grade.

## **Recommendations and Best Academic Experiences**

The final section of survey asked both students and faculty what recommendations they had to improve the academic experience at Hutchinson Community College and what their best academic experiences have been so far.

The responses from the students in terms of recommendations included making sure courses are challenging with rigorous standards of learning in place, increasing interaction between instructors and their students, making sure instructors respond to students in a timely manner, providing constructive feedback on assignments, grading assignments in a timely manner, having a rubric in place to grade common courses, increasing course availability outside the face-to-face day classes, breathing life into discussion posts to keep them from becoming redundant, and teachers setting realistic expectations.

The responses from the faculty in terms of recommendations included making sure the academic standard remains high, addressing the difference between high school quality and college quality teaching and learning, keeping a friendly and open atmosphere where students felt safe expressing their opinion, encouraging students to use student services especially at the first sign of struggle, making sure technology is working well in all classrooms before the class itself starts, and improving communication across the school at all levels.

The responses from the students in terms of their best academic experiences included the helpful instructors who kept them engaged, the small classes, the support from online instructors, discussions, hands-on learning, and the atmosphere HCC creates for its students.

The responses from the faculty in terms of best academic experiences included the interaction with the students and their colleagues along with seeing their students work hard, improve, and succeed.

## **Conclusions**

Overall, students and faculty were very favorable about the academic experience at Hutchinson Community College. There was a decrease, though, in the percentage of students strongly agreeing for some of the questions asked on the survey. Often, there was then an increase in the percentage of students who agreed. This should continue to be monitored to see if a trend is noticeable.

Student responses illustrated repeatedly the importance of academic rigor at the college level. Many stated they found value in courses that are meaningful and challenging. The majority of the students felt their coursework was either hard but manageable or just right.

Comparing and contrasting the data from the students and the faculty showed similarities repeatedly. The greatest difference appeared in the percentage of students who used tutoring services and the percentage of faculty who informed their students about its availability.

The surveys will be administered in Spring 2019, which will provide three years of data collection that can be assessed and utilized to continue to improve the academic experience for both students and faculty.

## **IV. CO-CURRICULAR ASSESSMENT**

### **Co-Curricular Assessment Overview**

During the 2015/2016 academic year, the Assessment Subcommittee created the Co-Curricular Assessment Action Plan student activities and organizations would complete each year. These forms were then utilized for the three-year funding cycle of the allotment of student fees allocated to clubs and organizations in order to link assessment of student learning and evaluation of operations with planning and budgeting. A presentation about the new form and process occurred during the April 2016 Professional Learning Day.

In March 2017, all co-curricular activities who wanted to apply for the three-year funding cycle submitted their Co-Curricular Assessment Action Plan. They were then reviewed by a group whose membership included representation from the Assessment Subcommittee, student members and advisors from Campus Activities Board, student members and advisors from Student Government Association, and the Director of Residence Life & Student Activities.

Starting in Spring 2018, each co-curricular activity will update and resubmit its Co-Curricular Assessment Action Plan on an annual basis. At that time, the co-curricular activity will also provide assessment data on institution-wide outcomes achieved during the previous year by using Hutchinson Community College Institution-Wide Outcomes Rubrics that were developed by the Assessment Subcommittee.

Starting the 2017/2018 academic year, Student Government Association will begin requiring all recognized student clubs and organizations to submit a Co-Curricular Assessment Action Plan to retain their recognized status.

The following are several submitted Co-Curricular Assessment Action Plans that were submitted Spring 2017.

# HUTCHINSON COMMUNITY COLLEGE CO-CURRICULAR ASSESSMENT ACTION PLAN

Year: 2017							
Club/Org: HOSA: Future Health Professionals							
Number of Meetings:		12+					
Number of Members:		10 Active					
Indicators	➡	2017 Explanation		2017 Assessment		2018 Follow Up Plan	
		Due by March 1, 2017		Due by April 30, 2018		Due by April 30, 2019	
Future Goals for the Co-Curricular Activity		Organize/host and carry out at least one community service event per semester.					
		Participate in the Kansas HOSA Spring Leadership Conference					
Co-Curricular Activity's Impact on Members' HCC Academic Experience		Students will gain valuable experience in the organization process through collaboration and contributions from all members of the involved group.					
		Organizational skills will be applied throughout the process which will benefits students when working on extensive projects in the classroom. Interpersonal communication skills gained through the collaboration process will enable students to confidently interact with the community.					
Fundraising Activities		Skills gained through competitive events will provide students a stronger understanding of health careers and skills with hands on learning and application. These skills can be applied in the technical program classroom and future careers.					
		3on3 Basketball Tournament					
Methods Students Learn Critical Thinking, Locating Information, Communication, Interpersonal/Collaborative, and or Quantitative Reasoning Skills (HutchCC Institution Wide Outcomes)		HOSA students will strenghten their interpersonal communication and organizational skills through collaboraiton with fellow members, advisors, and the community to plan an event.  Through Competitive events, students apply valuable health occupation career skills to a competitive setting. Students also have the opportunity to network with industry professionals to develop communication skills and make lasting relationships with peers. Leadership workshops also challenge students to improve public speaking, teamwork and community engagement.					

# HUTCHINSON COMMUNITY COLLEGE CO-CURRICULAR ASSESSMENT ACTION PLAN


Year: 2017	Club/Org: Hutchinson Association of Nursing Students (HANS)						
Number of Meetings:	2 each semester						
Number of Members:	120						
Indicators	2017 Explanation	2017 Assessment	2018 Follow Up Plan	2018 Assessment	2019 Follow Up Plan	2019 Assessment	
➡	Due by March 1, 2017	Due by April 30, 2018	Due by April 30, 2018	Due by April 30, 2019	Due by April 30, 2019	Due by March 1, 2020	
Future Goals for the Co-Curricular Activity	1. Manifest a professional base to facilitate teamwork and collaboration. 2. Organize community service activities to benefit the college and community.						
Co-Curricular Activity's Impact on Members' HCC Academic Experience	Provides leadership skills. Improves communication. Improve quality of life in the school and community.						
Fundraising Activities	Bake sales, T-shirt sales, candle sales, pizza workday,						
Methods Students Learn Critical Thinking, Locating Information, Communication, Interpersonal/Collaborative, and/or Quantitative Reasoning Skills (HutchCC Institution Wide Outcomes)	Problem solve how to organize and manage group projects and utilization of volunteers in planning and actual activities. Collaborate with various community services (Red Cross, First Call for Help, Salvation Army) to identify community needs. Learn financial responsibility when distributing funds to benefit organizations.						



# HUTCHINSON COMMUNITY COLLEGE CO-CURRICULAR ASSESSMENT ACTION PLAN

Year: 2017	Club/Org: Creative Writing Club					
Number of Meetings:	4 to 8					
Number of Members:	6 to 10					
Indicators	2017 Explanation	2017 Assessment	2018 Follow Up Plan	2018 Assessment	2019 Follow Up Plan	2019 Assessment
	Due by March 1, 2017	Due by April 30, 2018	Due by April 30, 2018	Due by April 30, 2019	Due by April 30, 2019	Due by March 1, 2020
Future Goals for the Co-Curricular Activity	1. Read and respond to at least four (4) creative projects per semester.					
Co-Curricular Activity's Impact on Members' HCC Academic Experience	1. Gives student writers insights into quality and direction of their projects; improves writing, critical thinking, and interpersonal skills; 2. Improves writing skills and creativity.					
Fundraising Activities	None					
Methods Students Learn Critical Thinking, Locating Information, Communication, Interpersonal/Collaborative, and or Quantitative Reasoning Skills (HutchCC Institution Wide Outcomes)	1. The workshop experience requires critical thinking, as students must read the creative work and discern what is effective and what still needs revision. It requires interpersonal communication, as students express these ideas constructively, and it requires collaboration, as all student voices contribute and the writer synthesizes comments from all students					

# HUTCHINSON COMMUNITY COLLEGE CO-CURRICULAR ASSESSMENT ACTION PLAN

Year: 2017	Club/Org: Big Brothers Big Sisters					
Number of Meetings:	5 (new club AY 16/17) Plan to meet once a month					
Number of Members:	27					
Indicators		2017 Explanation	2017 Assessment	2018 Follow Up Plan	2018 Assessment	2019 Follow Up Plan
		Due by March 1, 2017	Due by April 30, 2018	Due by April 30, 2018	Due by April 30, 2019	Due by April 30, 2019
Future Goals for the Co-Curricular Activity		1. BBBS members will plan and execute a HutchCC Bowl for Kids Sake day in conjunction with future Bowl for Kids Sake fundraisers put on by BBBS of Reno County.				
Co-Curricular Activity's Impact on Members' HCC Academic Experience		Skills acquired can aid our students in interpersonal interactions, leadership skills, communication, and HutchCC team building.				
Fundraising Activities		Bowl for Kids Sake is a fundraiser - fundraising would be included as a part of the activity.				
Methods Students Learn Critical Thinking, Locating Information, Communication, Interpersonal/Collaborative, and or Quantitative Reasoning Skills (HutchCC Institution Wide Outcomes)		BBBS club members will improve their teamwork, collaboration, communication, and critical thinking skills through organizing the event.				

## Conclusions

This year marked the first year co-curricular activities completed the Co-Curricular Assessment Action Plan. These will be resubmitted and assessed on an annual basis. During Spring 2018, the co-curricular activity will also provide assessment data on institution-wide outcomes achieved during the previous year by using Hutchinson Community College Institution-Wide Outcomes Rubrics.

Going forward, the activities that will complete the action plan will expand beyond those seeking a three-year funding allocation. Starting the 2017/2018 academic year, Student Government Association will begin requiring all recognized student clubs and organizations to submit a Co-Curricular Assessment Action Plan to retain their recognized status.

After the submission of the updated action plans in Spring 2018, the review group will be able to obtain a more thorough assessment of co-curricular activities at Hutchinson Community College and draw conclusions based upon that data.