



**HUTCHINSON**  
**COMMUNITY COLLEGE**

2018-2019

Hutchinson Community College

Annual Assessment Report

# Hutchinson Community College 2018/2019 Annual Assessment Report By the Numbers

## Course Assessment

Course Outcomes Reporting

**89.2%**

Achievement Rate

## Program Assessment

**12 Reviewed**

Cosmetology  
Developmental Education  
Economics  
English  
Foreign Language

Geography  
Government  
Health Info Management  
History  
Philosophy  
Religion  
Speech

## Co-Curricular Assessment

**15 Co-Curricular Activities Reviewed**

Artists' Coalition  
Biology Club  
Campus Activities Board  
Chess Club  
Circle K International  
DragonLAN  
HALO  
Honors Student Council  
Hutchinson Association of Nursing Students  
HutchCC Bigs

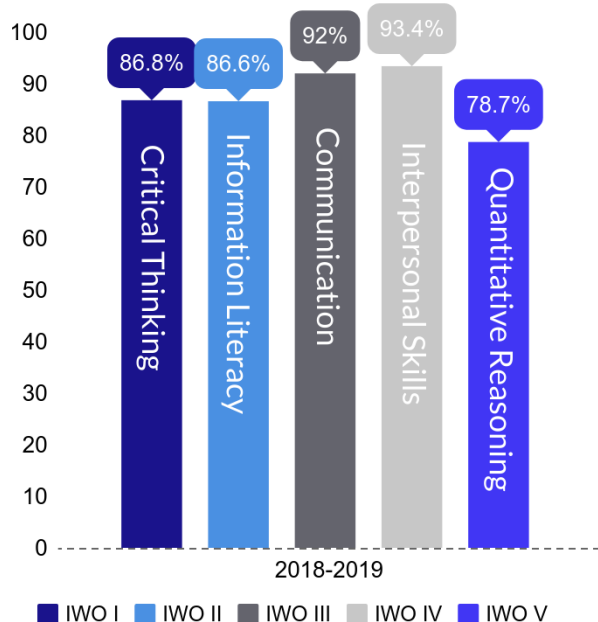
HutchCC Student Ambassadors  
HutchCC KNEA Future Teachers  
Phi Theta Kappa  
SkillsUSA  
Student Government Association

Students Agreed or Strongly Agreed Participating in a Co-Curricular Activity Helped Improve:

Critical Thinking Skills - 83.6%  
Information Literacy Skills - 84.9%  
Communication Skills - 82.2%  
Interpersonal Skills - 91.8%  
Quantitative Reasoning - 75.3%

## Institutional Assessment

Institution-Wide Outcomes Achievement by Courses



Students Agreed or Strongly Agreed Their Courses Helped Improve:

Critical Thinking Skills - 96.8%  
Information Literacy Skills - 97.2%  
Communication Skills - 94.4%  
Interpersonal Skills - 91.1%  
Quantitative Reasoning - 94%

Communication Outcome Assessment by Rubric

**91.7%** Achievement Rate



**Hutchinson Community College**  
**2018/2019 Academic Assessment Year-End Report**

**Course Assessment**

During each term, faculty report completion and achievement of course outcomes for all courses they taught. Faculty include information about the assessment instrument used, assessment of the instrument, and recommendations for teaching the course outcome in the future. The mechanism faculty utilize to report course outcomes assessment data moved from HCC WebServices to DragonZone.

Table 1: Three Year Comparison of Course Outcome Achievement

2016/2017			2017/2018			2018/2019		
Fall 2016	Spring 2017	2016-2017	Fall 2017	Spring 2018	2017-2018	Fall 2018	Spring 2019	2018-2019
90.9%	90.3%	90.9%	89.4%	90.5%	90.1%	88.8%	89.6%	89.2%

A slight decline continued with the 2018-2019 achievement rates; however, data still indicates if students complete the assignment mapped to the course outcome, they successfully do so the majority of the time. Achievement rates for all course outcomes will continue to be monitored, and the data will continue to provide ideas for future course modifications and professional development sessions.

Faculty also made adjustments to their teaching of course outcomes to improve achievement rates. Table 2 provides examples of modifications made after assessing course outcomes.

Table 2: Examples of Course Modifications

2018/2019 Courses	Modifications after Assessing Course Outcomes
AN103 Storyboard Techniques	Discussed in more depth new art supplies, drawing environments, camera terminology, and software complex animation tools.
CH105 Chemistry I	Will be splitting the second exam into two individual exams next semester. Currently, it is the hardest exam of the semester because of the amount of material covered.
EN102 English Composition II	Opened more possibilities for student response for the textual analysis two semesters ago. The achievement of outcomes has increased. Will continue to assess and modify as needed.
HR105 Medical Terminology	Encouraged students to form study groups to help them learn/process new information at a rapid pace.
MA107 Plane Trigonometry	Will discuss in more depth the utilization of the polar coordinate system next semester to better prepare students for the assessment.
MU107 Music Theory II	Incorporated daily quizzes which have improved student achievement when the outcomes were assessed during midterm and final exams.
PE112 Introduction to Sports Management	Utilized a discussion to cover effective ways of marketing sports. Will revert back to previous assignment, for students responded more positively to it.
PS101 Human Relations	Contacted students weekly about upcoming assignments and due dates in the online class, which improved overall outcome completion rates.
SO100 Fundamentals of Sociology	Incorporated short essay questions into exams, which helped further develop students' critical thinking skills

## **Program Assessment**

For the HutchCC Program Review process, the department chair, program faculty, and other relevant participants review and set goals for an academic program on a five-year cycle. This process includes an analysis of capacity, demand, curriculum, quality of program outcomes, and impact/justification/overall essentiality. The following programs were reviewed during the 2018/2019 academic year:

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

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

Program goals based upon the assessment of data are:

- Cosmetology
  - Create high school pathways to Cosmetology with part-time program possibilities.
  - Pursue ways for industry apprenticeships, internships, and makeup hours to count with KBOC.
  - Create an alumni network.
  - Market program to other areas in and around the service area.
  - Create continuing education offerings for area cosmetologists and salon owners.
  
- Developmental Education
  - Perform data analysis of current and past persistence, retention, and completion rates of developmental education students.
  - Improve student preparation for courses through EN106 Integrated Language Studies.
  - Implement and assess multiple measures pilot utilizing high school GPA scores for placement.
  - Provide faculty development resources to assist instructors teaching students who placed into developmental education courses.

- General Education - Humanities: Economics, English, Foreign Language, Geography, Government, History, Philosophy, Religion, & Speech
  - Develop and implement strategies to retain students in humanities courses.
  - Increase enrollment in humanities courses by collaborating with service area high schools, working with HutchCC advisors, and creating new courses where needed.
  - Evaluate and modify syllabi based upon transferability and workforce needs.
  - Present unique, quality cultural events to prepare students for a multicultural society.
  
- Health Information Management
  - Review the appropriateness and effectiveness of the curriculum in terms of AHIMA curriculum competencies and current practice in the Health Information Management profession. Modify curriculum if needed.
  - Meet AHIMA continuing education requirements and maintain AHIMA certification based on certification cycle for all AHIMA credentialed full-time and part-time faculty/staff.
  - Increase pass rate to 100% on first attempt for students who choose to take the RHIT national exam within a year of graduation.
  - Evaluate students in the Clinical Affiliation course and collect evaluation data in order to achieve a 90% rate for students receiving at least a 3 on a scale of 1-4 (with 4 being exemplary) from the site supervisor in the Clinical Affiliation course.

## **Institutional Assessment**

Hutchinson Community College endorses five institution-wide outcomes:

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

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

In previous years, HutchCC utilized the CAAP and WorkKeys tests as an external measurement. However, in January 2018, ACT discontinued the CAAP test and reconfigured the WorkKeys tests. The Assessment Subcommittee researched other forms of external measurements and selected the California Critical Thinking Skills Test-Numeracy to pilot during Spring and Summer 2018. The Assessment Subcommittee reviewed the collected data during Fall 2018. Although acknowledging the assessment would work well as a pre-test/post-test to see growth in students' critical thinking and quantitative reasoning scores, the subcommittee members wanted to see more comparison data with a national benchmark group provided in the results. The members then made a recommendation to pilot the ETS Proficiency Profile during Spring and Summer 2019. In addition to providing a national benchmark, the ETS Proficiency Profile measures communication, critical thinking, and quantitative reasoning skills, which are three of HutchCC's Institution-Wide Outcomes. The data will be reviewed during Fall 2019 and a decision will be made regarding which external instrument will be used to assess the institution-wide outcomes.

### Course Outcomes Reporting

The assessment data shows the majority of students who complete the assessment instrument do so successfully.

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

Institution-Wide Outcome	Fall 2016	Spring 2017	2016-2017	Fall 2017	Spring 2018	2017-2018	Fall 2018	Spring 2019	2018-2019
I	88%	89.4%	88.7%	87.6%	88.9%	88.2%	85.8%	87.8%	86.8%
II	86.9%	87.8%	87.3%	87.1%	88%	87.5%	86.8%	86.5%	86.6%
III	91.9%	93.3%	92.8%	92.1%	91.2%	91.7%	91.7%	92.3%	92%
IV	90.4%	92.2%	91.2%	92%	93.7%	92.8%	93.4%	93.4%	93.4%
V	83.7%	82.6%	83.1%	83.7%	80.4%	82.3%	81.3%	75.2%	78.7%

### Academic Experience Survey

The Hutchinson Community College Student and Faculty Academic Experience Surveys were created by the Assessment Subcommittee in 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. Links to both the student and the faculty surveys were emailed to their target audience. Surveys include a mixture of multiple choice and open-ended questions to provide both quantitative and qualitative data.

Spring 2019 was the third time the Hutchinson Community College Student and Faculty Academic Experience Surveys were used at Hutchinson Community College. They were completed by 284 students and 41 faculty members.



Table 3: Institution-Wide Outcomes Assessment Based on Student Academic Experience Survey Results

IWO	Prompt	Answer	2015		2017		2019	
I	My courses have helped me develop the ability to think critically and make reasonable judgements	Strongly Agree	308	45.9%	100	43.6%	143	50.9%
		Agree	323	48.1%	112	48.7%	129	45.9%
		Disagree	34	5.1%	13	5.7%	6	2.1%
		Strongly Disagree	6	0.9%	5	2.2%	3	1.1%
II	My courses have helped me gain the skills necessary to access and manipulate information.	Strongly Agree	305	45.3%	101	43.7%	139	49.1%
		Agree	330	49.0%	115	49.8%	136	48.1%
		Disagree	32	4.7%	13	5.6%	5	1.8%
		Strongly Disagree	7	1.0%	2	0.9%	3	1.1%
III	My courses have helped me develop effective communication skills through reading, writing, listening, and speaking.	Strongly Agree	307	45.8%	91	39.4%	131	46.3%
		Agree	314	46.9%	120	52%	136	48.1%
		Disagree	46	6.9%	18	7.8%	13	4.6%
		Strongly Disagree	3	0.4%	2	0.9%	3	1.1%
IV	My courses have helped me develop effect interpersonal and collaborative skills.	Strongly Agree	285	42.5%	79	34.8%	117	41.3%
		Agree	332	49.5%	124	54.6%	141	49.8%
		Disagree	46	6.9%	22	9.7%	21	7.4%
		Strongly Disagree	8	1.2%	2	0.9%	4	1.4%
V	My courses have helped me develop effective quantitative-reasoning and computational skills.	Strongly Agree	284	42.6%	82	35.7%	120	42.6%
		Agree	329	49.4%	126	54.8%	145	51.4%
		Disagree	47	7.1%	20	8.7%	13	4.6%
		Strongly Disagree	6	0.9%	2	0.9%	4	1.4%

The Assessment Subcommittee will analyze survey data during Fall 2019 and make recommendations accordingly.

## Communication Rubric Assessment

Utilizing the AAC&U Oral Communication, Reading, and Written Communication VALUE Rubrics, the Assessment Subcommittee created the HutchCC Communication Rubric during Fall 2018 to assess Institution-Wide Outcome III. During Spring 2019, the rubric was piloted. The initial year data shows a majority of Hutchinson Community College students are proficient or exemplary in communication.

Table 5: Spring 2019 Communication Rubric Assessment Data

Term	Classes Assessed	Completers of Course Outcome	Students Assessed as Proficient or Exemplary	Students Assessed as Inadequate	Information Literacy Achievement Rate
Spring 2019	34	599	549	50	91.7%

The HutchCC Communication Rubric was the last rubric to be developed and piloted to assess the five Institution-Wide Outcomes.

Table 6: HutchCC Rubric Pilot Schedule

Institution-Wide Outcome	HutchCC Rubric	Pilot Date
I	Critical Thinking	Fall 2016
II	Information Literacy	Spring 2017
III	Communication	Spring 2019
IV	Interpersonal/Collaborative Skills	Spring 2018
V	Quantitative Reasoning/Computational Skills	Spring 2018

During Fall 2019, the Assessment Subcommittee will create a schedule for rubric rotation to collect assessment data across the institution.

## Noel-Levitz Student Satisfaction Inventory

During Spring 2018, the Noel-Levitz Student Satisfaction Inventory was administered to a sample of HutchCC students. Students identified the importance of the issue and then rated their satisfaction based upon a 1-7 Likert scale. During the 2018-2019 academic year, the results were studied, and action plans will be developed during Fall 2019. The following were identified by Noel-Levitz as strategic focus issues:

Table 7: Noel-Levitz Satisfaction Inventory Identified Strengths

<b>Strengths</b>	<b>Importance</b>	<b>Satisfaction/ SD</b>	<b>Gap</b>	<b>Notes</b>
My academic advisor is knowledgeable about my program requirements.	6.46	5.85/1.41	0.61	Decrease from 2016
Campus Item: The college official communication tool (DragonZone) is useful to me.	6.41	6.12/1.25	0.29	Increase from 2016
Campus Item: My courses are academically challenging and prepare me for the next level.	6.38	5.86/1.3	0.52	
I am able to register for the classes I need with few conflicts.	6.34	5.79/1.29	0.55	
Campus Item: HutchCC provides the resources I need to help me be successful (i.e. tutoring services, academic advising, access to computers, etc.).	6.3	5.92/1.2	0.38	
My academic advisor is available when I need help.	6.24	5.74/1.4	0.5	
Students are made to feel welcome here.	6.22	5.72/1.35	0.5	Decrease from 2016
This campus provides online access to services I need.	6.21	5.94/1.13	0.27	
Faculty are usually available to students outside of class (during office hours, by phone, or by e-mail).	6.18	5.77/1.32	0.41	
The campus staff are caring and helpful.	6.12	5.72/1.25	0.4	Decrease from 2016

*Table 8: Noel-Levitz Satisfaction Inventory Identified Challenges*

<b>Challenges</b>	<b>Importance</b>	<b>Satisfaction/ SD</b>	<b>Gap</b>	<b>Notes</b>
Campus Item: My instructors are fair and consistent.	6.41	5.64/1.45	0.77	
The quality of instruction I receive in most of my classes is excellent.	6.41	5.56/1.37	0.85	
The campus is safe and secure for all students.	6.34	5.5/1.41	0.84	Decrease from 2016
Campus Item: The schedule of courses provides sufficient options (days/time/online/on ground/locations) for me to choose from for my course/degree plan.	6.34	5.58/1.46	0.76	
Classes are scheduled at times that are convenient for me.	6.31	5.51/1.4	0.8	Decrease from 2016
Tuition paid is a worthwhile investment.	6.26	5.47/1.44	0.79	Decrease from 2016
Faculty provide timely feedback about my academic progress.	6.19	5.37/1.48	0.82	
The amount of student parking space on campus is adequate.	6.16	4/2.01	2.16	
Faculty are fair and unbiased in their treatment of individual students.	6.14	5.38/1.53	0.76	Decrease from 2016

## **Co-Curricular Assessment**

The Spring 2019 Co-Curricular Experience Survey was included in the 2019 Student Academic Experience Survey. Of the 284 students who completed the latter survey, 79 students said they participated in a co-curricular activity during the 2018/2019 Academic Year. Students completed both multiple choice and open-ended questions to provide both quantitative and qualitative data about their co-curricular experience.

*Table 9: Institution-Wide Outcomes Assessment  
Based on Co-Curricular Experience Survey Results*

IWO	Prompt	Answer	2019		
-	Participating in the co-curricular activity positively affected my academic experience at HutchCC.	Strongly Agree	38	51.4%	82.4%
		Agree	23	31.1%	
		Disagree	10	13.5%	17.6%
		Strongly Disagree	3	4.1%	
I	The co-curricular activity helped me develop the ability to think critically and make reasonable judgements.	Strongly Agree	33	45.2%	83.6%
		Agree	28	38.4%	
		Disagree	10	13.7%	16.4%
		Strongly Disagree	2	2.7%	
II	The co-curricular activity helped me gain the skills necessary to access and manipulate information.	Strongly Agree	31	42.5%	84.9%
		Agree	31	42.5%	
		Disagree	9	12.3%	15.0%
		Strongly Disagree	2	2.7%	
III	The co-curricular activity helped me develop effective communication skills through reading, writing, listening, and speaking.	Strongly Agree	33	45.2%	82.2%
		Agree	27	37.0%	
		Disagree	11	15.1%	17.8%
		Strongly Disagree	2	2.7%	
IV	The co-curricular activity helped me develop effective interpersonal and collaborative skills.	Strongly Agree	38	52.1%	91.8%
		Agree	29	39.7%	
		Disagree	4	5.5%	8.2%
		Strongly Disagree	2	2.7%	
V	The co-curricular activity helped me develop effective quantitative-reasoning and computational skills.	Strongly Agree	26	35.6%	75.3%
		Agree	29	39.7%	
		Disagree	16	5.50%	8.2%
		Strongly Disagree	2	2.7%	

Many students responded that the best parts about involvement in a co-curricular activity were meeting new people, building relationships, and making friends. Students also commented on the benefits of hands-on learning, community service projects, and building leadership skills. While many students did not have any recommendations to improve the co-curricular experience, several recommended communication methods be improved to increase overall participation.

### **Co-Curricular Assessment Action Plans**

In 2016, the Assessment Subcommittee created Co-Curricular Assessment Action Plans to identify how co-curricular student learning outcomes were taught and assessed by each student organization. The form was beta-tested in 2017 and updated based upon feedback from the pilot. The recognized student organizations began using the forms in 2018 and update their action plans each spring to assess their outcomes. In Fall 2018, Student Government Association required all recognized student clubs and organizations to submit a Co-Curricular Assessment Action Plan to retain their recognized status.

Co-Curricular Assessment Action Plans were submitted by the following during Spring 2019:

- Artists' Coalition
- Biology Club
- Campus Activities Board
- Chess Club
- Circle K International
- DragonLAN
- HALO
- Honors Student Council
- Hutchinson Association of Nursing Students
- HutchCC Bigs
- HutchCC KNEA Future Teachers
- HutchCC Student Ambassadors
- Phi Theta Kappa
- SkillsUSA
- Student Government Association

These plans included goals and activities that incorporate and assess institution-wide outcomes members experience by being part of the organization. Examples of goals and activities are as follows:

- Campus Activities Board – Members will analyze cost per student attending and use those calculations to make better decisions regarding budgeting for future events.
- Hutchinson Association of Nursing Students – Members collaborated with district blood donations programs and local donation organizations to create teamwork and interpersonal skills through the November campus blood drive and the purchase of 100 sets of hats and gloves for First Call for Help.
- Phi Theta Kappa – Members researched faculty/staff recognition activities and successfully carried out two during the 2018/2019 academic year. Members plan to increase faculty/staff recognition activities by one during the 2019/2020 academic year.
- SkillsUSA – Members continued their collaboration with the Hutchinson Zoo to increase the Christmas light displays for the annual Nights before Christmas. Members are researching methods to collaborate with the zoo again for the 2019 Nights before Christmas.
- Student Government Association – Members will work to increase campus communication and engagement through strategic use of SGA’s social media account.

Co-curricular organizations will assess their goals in April 2020 and create follow-up plans.

**Summary:**

The assessment data shows the majority of students who complete the assessment instrument do so successfully. The three-year comparison for the institution-wide outcomes illustrated declines in achievement for three of the institution-wide outcomes (I, II, V) during the last year. To improve the achievement rates, it is recommended both instructors and co-curricular advisors stress the institution-wide outcomes by utilizing the available HutchCC Institution-Wide Outcomes rubrics. Activities occurring both in and outside of the classroom can help students strengthen these skills. Furthermore, instructors are working on teaching modifications in their courses for lower-achieved outcomes. To support these efforts, professional development activities, including Teaching Tuesdays focused on institution-wide outcomes, will be made available to instructors and co-curricular advisors.

In terms of the assessment of institution-wide outcomes using the rubrics, the 2019 data shows majority of Hutchinson Community College students have strong achievement rates in terms of communication skills. Using a rotation schedule, the Assessment Subcommittee will utilize the rubrics to collect further assessment data to document trends.