

Hutchinson Community College 2020/2021 Annual Assessment Report By the Numbers

Course Assessment

Course Outcomes
Reporting

89.8%

Achievement Rate

Program Assessment

10 Reviewed

Agriculture
Agricultural Diesel Mechanics
Biology
Chemistry

Computer Drafting Technology
Criminal Justice
Farm & Ranch Management
Mathematics
Physics
Police Science

Co-Curricular Assessment

**25 Co-Curricular
Activities
Reviewed**

Artists' Coalition
Block and Bridle
Business Club
Campus Activities Board
Chess Club
Circle K International
Collegiate Farm Bureau
Cosmetology Club
Creative Writing Club
Delta Psi Omega
DragonLAN

Dragon's Tales Magazine
Future Teachers KNEA AE
(Aspiring Educators)
Gender Sexuality Alliance
HALO
Honors Student Council
Hutchinson Collegian
HutchCC Bigs

HutchCC Student
Ambassadors
Officiating Club
Ping Pong Club
Phi Theta Kappa
SkillsUSA
Student Firefighter's
Association
Student Government
Association

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

Critical Thinking Skills - 88.6%

Information Literacy Skills - 85.7%

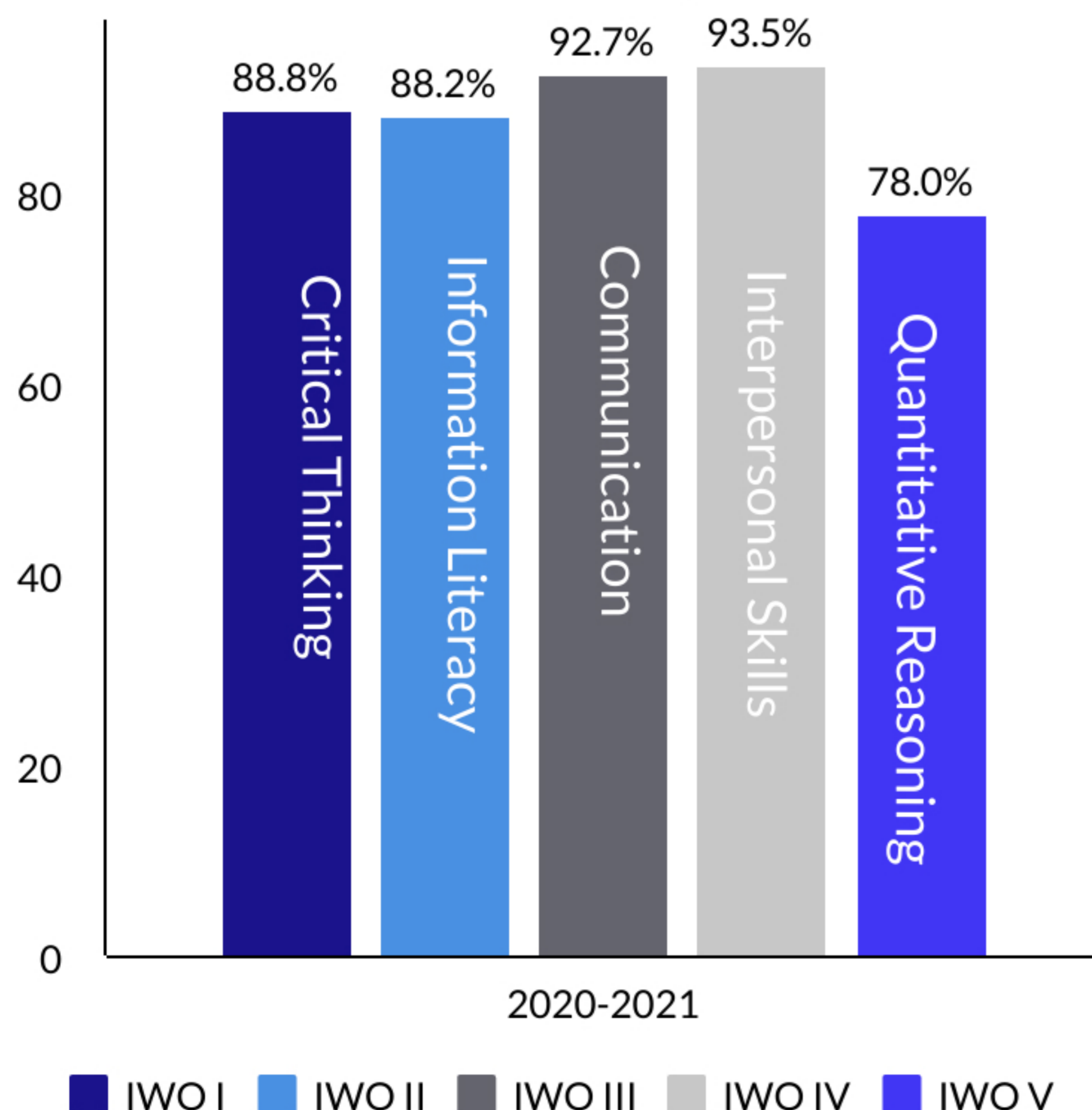
Communication Skills - 88.3%

Interpersonal Skills - 97.1%

Quantitative Reasoning - 80.0%

Institutional Assessment

Institution-Wide Outcomes
Achievement by Courses



Students Agreed
or Strongly Agreed Their Courses
Helped Improve:

Critical Thinking Skills - 97.6%

Information Literacy Skills - 97.6%

Communication Skills - 93.1%

Interpersonal Skills - 91.5%

Quantitative Reasoning - 90.1%

Information Literacy Outcome
Assessment by Rubric

89.0% Achievement Rate



Hutchinson Community College
2020/2021 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.

Table 1: Three-Year Comparison of Course Outcome Achievement

2018/2019			2019/2020			2020/2021		
Fall 2018	Spring 2019	2018-2019	Fall 2019	Spring 2020	2019-2020	Fall 2020	Spring 2021	2020-2021
88.8%	89.6%	89.2%	88.5%	89.5%	89.0%	88.9%	91.0%	89.8%

At the end of the 2020/2021 year, we saw a slight increase with Course Outcome Achievement increasing from 89% to 89.8%. Slightly more students are successfully achieving course outcomes. Achievement rates will continue to be monitored. Data will continue to drive our course changes and professional development.

Faculty also adjusted 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

2020/2021 Courses	Modifications after Assessing Course Outcomes
AE100 AC/DC Circuits	Will be incorporating more time dedicated to mathematical equations into the lab portion of the class.
AN103 Character Animation	Explained more about the work flow among different software.
BU105 Introduction to Business	Will allocate more time to studying financial terminology.
EN099 Elements of Writing	Required two drafts of an essay to be submitted before the final copy. The achievement rate improved.

HR265 Abstracting Methods	Will create more accompanying videos to further enhance the learning process.
ME110 Fundamentals of Motor Controls	Will assign more homework over circuit drawings.
PE105 Personal and Community Health	Utilized current events to make the topics seem more relevant to the students.
SO100 Fundamentals of Sociology	Placed more focus on the practical application of Scientific Method, which included selecting a research design, which included qualitative and quantitative methods.
SP101 Elementary of Spanish I	Included videos about different traditions in the Hispanic world, which then had students

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 2020/2021 academic year:

- Agriculture: Farm & Ranch, Agricultural Diesel Mechanics
- Computer Drafting Technology
- Criminal Justice/Police Science
- General Education – Natural Science & Mathematics: Biology, Chemistry, Mathematics, & Physics

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

- Agriculture: Farm & Ranch, Agricultural Diesel Mechanics
 - Increase the non-duplicated head count and increase number of degree completers.
 - Work with industry partners to create an apprenticeship model that trains current dealership employees.
 - Evaluate the use of more advanced technology and upper-level learning within the program of study.
 - Rejuvenate the home horticulture course and create more horticulture course offerings.
 - Create additional online course offerings to target students needing flexibility with their class schedules.
- Computer Drafting Technology
 - Improve social media presence, participate in local K-12 events, market online program/course offerings, and visit area high schools.
 - Explore the possibility of state-wide articulation, and Excel in CTE options for area high schools.
 - Work with HutchCC Endowment to expand scholarship dollars and offerings.
 - Explore delivery methods and necessity of national Autodesk AutoCAD Certified User exam credentials for both face-to-face and online delivery as part of the final in DR211.
- Criminal Justice/Police Science
 - Create and offer additional technical courses to better prepare students for the workforce.

- Update program outcomes to better fit today's culture.
- Explore employment partnership with a local law enforcement agency and a local correctional agency.
- Explore teaching courses within area high schools.
- General Education – Natural Science & Mathematics: Biology, Chemistry, Mathematics, & Physics
 - Explore hybrid and online course options, including creating an online Differential Equations course.
 - Review and reformat labs and lab assessments as well as update supplemental videos, integrate new activities for Protein Synthesis and Population Growth for BI101.
 - Rewrite geotours section in the online PY103/104L course to include customized Google Earth based activities.
 - Provide consistency for students by streamlining all online math learning so students are familiar with the third party integration system as they move through the math sequence.

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.

Course Outcomes Reporting

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

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

Institution-Wide Outcome	Fall 2018	Spring 2019	2018-2019	Fall 2019	Spring 2020	2019-2020	Fall 2020	Spring 2021	2020-2021
I	85.8%	87.8%	86.8%	86.3%	89.3%	87.5%	87.3%	90.5%	88.8%
II	86.8%	86.5%	86.6%	87.0%	88.3%	87.6%	87.6%	88.8%	88.2%
III	91.7%	92.3%	92.0%	91.9%	92.4%	92.1%	92.0%	93.6%	92.7%
IV	93.4%	93.4%	93.4%	89.6%	95.5%	92.3%	93.4%	94.6%	93.5%
V	81.3%	75.2%	78.7%	75.3%	81.2%	77.7%	79.6%	75.4%	78.0%

Mapping course outcomes to our institution-wide goals has strengthened alignment. We will continue to work to improve assessment results linked to quantitative reasoning. According to our data, we are doing well in preparing our students to work collaboratively in the workplace along preparing students with effective reading, writing, listening, and speaking skills.

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 2021 was the fourth time the Hutchinson Community College Academic Experience Surveys was used at Hutchinson Community College.

The Academic Experience survey was updated for Spring 2021 to match the questions regarding the Institution-Wide Outcomes on the Graduate Questionnaire:

Table 3: Institution-Wide Outcomes Assessment Based on 2021 Student Academic Experience Survey Results

IWO	Prompt	Answer	2021	
IWO I: Critical Thinking	My ability to think critically	Strongly Agree	72	51.1%
		Agree	66	46.8%
		Disagree	3	2.1%
		Strongly Disagree	0	0.0%
	My ability to make reasonable judgements	Strongly Agree	74	52.5%
		Agree	63	44.7%
		Disagree	4	2.8%
		Strongly Disagree	0	0.0%
IWO II: Information Literacy	My ability to access information	Strongly Agree	72	51.1%
		Agree	66	46.8%
		Disagree	3	2.1%
		Strongly Disagree	0	0.0%
	My ability to manipulate information	Strongly Agree	73	51.8%
		Agree	64	45.4%
		Disagree	4	2.8%
		Strongly Disagree	0	0.0%
IWO III: Communication	My reading skills	Strongly Agree	61	43.3%
		Agree	68	44.7%
		Disagree	9	6.4%
		Strongly Disagree	0	0.0%

	My writing skills	Strongly Agree	69	48.9%
		Agree	63	44.7%
		Disagree	9	6.4%
		Strongly Disagree	0	0.0%
	My listening skills	Strongly Agree	67	47.9%
		Agree	71	50.7%
		Disagree	2	1.4%
		Strongly Disagree	0	0.0%
	My speaking skills	Strongly Agree	60	42.6%
		Agree	70	49.7%
		Disagree	11	7.8%
		Strongly Disagree	0	0.0%
IWO IV: Interpersonal Communication	My interpersonal skills	Strongly Agree	65	46.1%
		Agree	64	45.4%
		Disagree	11	7.8%
		Strongly Disagree	1	0.7%
	My collaborative skills	Strongly Agree	61	43.3%
		Agree	68	48.2%
		Disagree	12	8.5%
		Strongly Disagree	0	0.0%
IWO V: Quantitative Reasoning	My quantitative-reasoning skills	Strongly Agree	61	43.3%
		Agree	66	46.8%
		Disagree	14	9.9%
		Strongly Disagree	0	0.0%
	My computational skills	Strongly Agree	59	41.8%
		Agree	68	48.2%
		Disagree	14	9.9%
		Strongly Disagree	0	0.0%

Over the past four years students have provided useful feedback on their academic experience. The Assessment Subcommittee created more specific prompts for each institution-wide outcome for the 2021 survey. This information will help the Assessment Subcommittee analyze survey data during Fall 2021 and make recommendations accordingly.

As shown in the data above, students report that we continue to improve their academic experience at HutchCC. Developing more specific prompts will help instructors revise course outcomes to make sure we are meeting the academic need of students.

Graduate Questionnaire

All students graduating from Hutchinson Community College are invited to complete a survey about their experience. In 2019, the questionnaire was redesigned by the Assessment Subcommittee to include questions to assess the institution-wide outcomes.

Table 5: Institution-Wide Outcomes Assessment Based on the Graduate Questionnaire

IWO	Prompt	Answer	2019-2020		2020-2021	
IWO I: Critical Thinking	My ability to think critically	Strongly Agree	84	36.5%	42	40.0%
		Agree	138	60.0%	63	60.0%
		Disagree	5	2.2%	0	0.0%
		Strongly Disagree	3	1.3%	0	0.0%
	My ability to make reasonable judgements	Strongly Agree	76	33.8%	46	43.4%
		Agree	142	63.1%	58	54.7%
		Disagree	6	2.7%	2	1.9%
		Strongly Disagree	1	0.4%	0	0.0%
IWO II: Information Literacy	My ability to access information	Strongly Agree	78	34.4%	49	46.7%
		Agree	140	61.7%	51	48.6%
		Disagree	7	3.1%	5	4.8%
		Strongly Disagree	2	90.0%	0	0.0%
	My ability to manipulate information	Strongly Agree	79	35.3%	42	40.0%
		Agree	129	57.6%	58	55.2%
		Disagree	12	5.4%	4	3.8%
		Strongly Disagree	4	1.8%	1	1.0%
IWO III: Communication	My reading skills	Strongly Agree	53	23.6%	35	34.3%
		Agree	141	62.7%	57	55.9%
		Disagree	26	11.6%	10	9.8%
		Strongly Disagree	5	2.2%	0	0.0%
	My writing skills	Strongly Agree	74	33.3%	36	35.0%
		Agree	121	54.5%	56	54.4%
		Disagree	23	10.4%	11	10.7%

		Strongly Disagree	4	1.8%	0	0.0%
		Strongly Agree	73	32.0%	49	47.6%
		Agree	134	58.8%	48	46.6%
		Disagree	15	6.6%	6	5.8%
		Strongly Disagree	6	2.6%	0	0.0%
		Strongly Agree	74	33.6%	46	45.1%
		Agree	123	55.9%	49	48.0%
		Disagree	14	6.4%	7	6.9%
IWO IV: Interpersonal Communication	My listening skills	Strongly Disagree	9	4.1%	0	0.0%
		Strongly Agree	88	38.6%	50	48.5%
		Agree	126	55.3%	48	46.6%
		Disagree	9	3.9%	5	4.9%
	My speaking skills	Strongly Disagree	5	2.2%	0	0.0%
		Strongly Agree	76	34.7%	50	48.1%
		Agree	129	58.9%	49	47.1%
		Disagree	10	4.6%	5	4.8%
IWO V: Quantitative Reasoning	My collaborative skills	Strongly Disagree	4	1.8%	0	0.0%
		Strongly Agree	57	25.4%	41	41.0%
		Agree	139	62.1%	51	51.0%
		Disagree	22	9.8%	6	6.0%
	My quantitative- reasoning skills	Strongly Disagree	6	2.7%	2	2.0%
		Strongly Agree	59	26.7%	41	40.6%
		Agree	137	62.0%	55	54.5%
		Disagree	18	8.1%	4	4.0%
	My computational skills	Strongly Disagree	7	3.2%	1	1.0%
		Strongly Agree	59	26.7%	41	40.6%
		Agree	137	62.0%	55	54.5%
		Disagree	18	8.1%	4	4.0%

According to graduates who completed the questionnaire, a majority felt that their experience at HutchCC was aligned with our institution-wide outcomes as evidenced above. To highlight strengths, graduates “strongly agreed or agreed” that HutchCC improved their critical thinking, reading, writing, and listening skills along with their ability to access information to solve problems. These are essential skills to be successful in the workplace or to continue at another institution.

Information Literacy Rubric Assessment

Utilizing the AAC&U VALUE Rubrics, the Assessment Subcommittee created the HutchCC Information Literacy Rubric during Fall 2016 to assess Institution-Wide Outcome III. During Spring 2017, the rubric was piloted. The rubric was then updated based upon assessment feedback received from faculty. During 2020-2021, the rubric was used to assess IWO II: Demonstrate the skills necessary to access and manipulate information through various technological and traditional methods.

Table 6: 2020-2021 Information Literacy Rubric Assessment Data

Term	Classes Assessed	Completers of Course Outcome	Students Assessed as Proficient or Exemplary	Students Assessed as Inadequate	Achievement Rate
2020-2021	20	326	290	36	89.0%

89% of students assessed on their ability to access and use information through various technologies and traditional methods to solve problems scored proficient or exemplary. This skill is increasingly important for HutchCC students as they move out into the workforce or transfer into another institution.

Noel-Levitz Student Satisfaction Inventory

During Spring 2020, 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 2020-2021 academic year, the results were studied, and the Assessment Subcommittee asked follow-up questions on the Academic Experience Survey regarding areas in need of improvement. The data collected via the survey will be studied during Fall 2021. The following were identified by Noel-Levitz as strategic focus issues:

Table 7: Noel-Levitz Satisfaction Inventory Identified Strengths

Strengths	Importance	Satisfaction/SD	Gap	Notes
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Campus Item: The college official communication tool (DragonZone) is useful to me.	6.46	6.11/1.24	.35	
My academic advisor is knowledgeable about my program requirements.	6.43	6.14/1.26	.29	Increased since 2018
Campus Item: HutchCC provides the resources I need to help me be successful (i.e. tutoring services, academic advising, access to computers, etc.).	6.35	6.07/1.13	.28	
My advisor helps me apply my program of study to career goals.	6.33	5.94/1.42	.39	Increased since 2018
Students are made to feel welcome here.	6.27	5.90/1.34	.37	Decreased since 2018
The campus provides online access to services I need.	6.24	5.92/1.18	.32	Decreased since 2018
My academic advisor is available when I need help.	6.23	6.04/1.33	.19	Increased since 2018
Faculty are usually available to students outside of class (during office hours).	6.22	5.93/1.28	.29	
Campus Item: HutchCC sends consistent messages when communicating to students.	6.20	5.89/1.30	.31	
Campus Item: My courses are academically challenging and prepare me for the next level.	6.35	6.07/1.13	.28	

Table 8: Noel-Levitz Satisfaction Inventory Identified Challenges

Challenges	Importance	Satisfaction/ SD	Gap	Notes
The quality of instruction I receive in most of my classes is excellent.	6.40	5.70/1.26	.70	

The campus is safe and secure for all students.	6.35	5.45/1.56	.90	Decreased since 2018
Campus Item: My instructors are fair and consistent.	6.35	5.75/1.34	.60	
Classes are scheduled at times that are convenient for me.	6.24	5.65/1.44	.33	
Tuition paid is a worthwhile investment.	6.22	5.68/1.26	.54	Decreased since 2018
Faculty are fair and unbiased in their treatment of individual students.	6.20	5.50/1.57	.70	Decreased since 2018
The amount of student parking space on campus is adequate.	6.14	3.58/2.01	2.56	Decreased since 2018
The institution helps me identify resources to finance my education.	6.14	5.84/1.36	.37	

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		2020		2021	
–	Participating in the co-curricular activity positively affected my academic experience at HutchCC.	Strongly Agree	38	51.4%	39	54.2%	21	60.0%
		Agree	23	31.1%	28	38.9%	13	37.1%
		Disagree	10	13.5%	3	4.2%	1	2.9%
		Strongly Disagree	3	4.1%	2	2.8%	0	0.0%
IWO I: Critical Thinking	The co-curricular activity helped me develop the ability to think critically and make reasonable judgements.	Strongly Agree	33	45.2%	37	52.1%	19	54.3%
		Agree	28	38.4%	28	39.4%	12	34.3%
		Disagree	10	13.7%	5	7.0%	4	11.4%
		Strongly Disagree	2	2.7%	1	1.4%	0	0.0%
IWO II: Information Literacy	The co-curricular activity helped me gain the skills necessary to access and manipulate information.	Strongly Agree	31	42.5%	32	45.7%	19	54.3%
		Agree	31	42.5%	31	44.3%	11	31.4%
		Disagree	9	12.3%	6	8.6%	5	14.3%
		Strongly Disagree	2	2.7%	1	1.4%	0	0.0%
IWO III: Communication	The co-curricular activity helped me develop effective communication skills through reading, writing,	Strongly Agree	33	45.2%	35	50.0%	19	55.9%
		Agree	27	37.0%	28	40.0%	11	32.4%
		Disagree	11	15.1%	6	8.6%	4	11.8%

	listening, and speaking.	Strongly Disagree	2	2.7%	1	1.4%	0	0.0%
IWO IV: Interpersonal Communication	The co-curricular activity helped me develop effective interpersonal and collaborative skills.	Strongly Agree	38	52.1%	42	59.2%	21	60.0%
		Agree	29	39.7%	26	36.6%	13	37.1%
		Disagree	4	5.5%	2	2.8%	1	2.9%
		Strongly Disagree	2	2.7%	1	1.4%	0	0.0%
IWO V: Quantitative Reasoning	The co-curricular activity helped me develop effective quantitative-reasoning and computational skills.	Strongly Agree	26	35.6%	33	46.5%	18	51.4%
		Agree	29	39.7%	26	36.6%	10	28.6%
		Disagree	16	5.5%	11	15.5%	7	20.0%
		Strongly Disagree	2	2.7%	1	1.4%	0	0.0%

According to student feedback, participation in Co-curricular activities helped students develop effective and collaborative skills. Sixty percent of students strongly agree that participation in co-curricular activities positively impacted their academic experience.

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. The first cycle of assessment was completed in Spring 2020. The second cycle began in Fall 2020.

Co-Curricular Assessment Action Plans were submitted by the following for Fall 2020:

- Artists' Coalition
- Block and Bridle
- Business Club
- Campus Activities Board
- Chess Club
- Circle K International
- Collegiate Farm Bureau
- Cosmetology Club
- Creative Writing Club
- Delta Psi Omega
- DragonLAN
- Dragon's Tales Magazine
- Future Teachers KNEA AE (Aspiring Educators)
- Gender Sexuality Alliance
- HALO
- Honors Student Council
- Hutchinson Collegian
- HutchCC Bigs
- HutchCC Student Ambassadors
- Officiating Club
- Ping Pong Club
- Phi Theta Kappa

- SkillsUSA
- Student Firefighter's Association
- 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:

- HutchCC Student Ambassadors – Members will work with advisors to incorporate “What Would You Do in this Tour” scenarios via Bridge Trainings to assess both critical thinking and judgement.
- Circle K International - Members will have a minimum of 2 events a year (such as assisting with the Downtown Hutchinson Chili Fest, collecting and tabulating points for the annual HutchCC food drive, and holding the annual parking lot fundraiser during the NAAJC tournament) where they practice computation and quantitative reasoning skills.
- Phi Theta Kappa – Members researched the activities of other chapters and have proposed to create at least one campus-wide awareness event each semester with the goal of increasing membership by 5% each year.
- Student Firefighter's Association – Members will hold at least 1 large community service project per year. This will require officers to utilize correct information for planning and implementation of the event.
- Student Government Association – Members will work to increase campus communication and engagement through strategic use of SGA's social media account.

Co-curricular organizations update the action plan each year. The current cycle will conclude Spring 2023.

Summary:

Amidst the challenges of the 2020-2021 school year, HutchCC maintained our focus on the Institution-wide goals with 89.8% of our students achieving proficient or higher on course assessments. This shows modest improvement in aligning our institution-wide and course outcomes to student achievement. Last year we reviewed and revised 10 programs based on student and teacher input. Of our 25 co-curricular activities reviewed, 97% agreed or strongly agreed that participating in co-curricular activities helped improve their interpersonal skills. Students also agreed or strongly agreed 90% of the time or higher that their courses helped improved their critical thinking, information literacy skills, communication skills, interpersonal skills, and quantitative reasoning. HutchCC's Assessment Subcommittee will continue to monitor our progress towards these goals.