Hutchinson Community College
2021/2022 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

2019/2020			2020/2021			2021/2022		
Fall 2019	Spring 2020	2019-2020	Fall 2020	Spring 2021	2020-2021	Fall 2021	Spring 2022	2021-2022
88.5%	89.5%	89.0%	88.9%	91.0%	89.8%	89.8%	90.5%	90.2%

At the end of the 2021/2022 year, we saw a slight increase with Course Outcome Achievement from 89.8% to 90.2%. Slightly more students are successfully achieving course outcomes. Achievement rates will continue to be monitored. The Assessment Subcommittee will continue to identify areas of growth. Data will continue to drive our course changes, instructional practices, and professional development.

Faculty will continue to adjust their teaching to improve course outcome achievement rates. Table 2 provides examples of modifications made after assessing course outcomes.

Table 2: Examples of Course Modifications

2021/2022 Courses	Modifications after Assessing Course Outcomes
BU107 Personal Finance	Due to lower outcome achievement, add student research and class discussion related to that research.
EN100 English Composition IB	Focus on pre-writing techniques to improve student outcome performance in essay writing.
PS100 General Psychology	Use formative assessments to differentiate instruction.
FS150 Hazardous Materials Operations (First Responders)	Add real world case studies and more time for practical skills
ED201 Introduction to Education	Provide written instructions for the assignment to emphasize looking

	at example projects.
BU101 Accounting I	Introduce data visualization per new guidance from universities and CPA preparation programs.
HR105 Medical Terminology	Use word breakdowns and oral testing throughout the semester to improve student outcome performance.
RA201 Clinical Training II	Require students to choose their own technique before selecting an AEC or control console.

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 2021/2022 academic year:
- Business
- Paralegal
- Construction Technology (Building Trades)
- General Education – Education & Physical Education
- General Education – Fine Arts
- Visual Media Design: Animation, Journalism, and Media Production

Examples of program goals based upon the assessment of data are:
- Business
  - Seek input from employers regarding labor market and staffing needs to maintain alignment with employer needs.
  - Meet with area high school students and instructors to foster relationship and build enrollment.
  - Develop and deliver correctional facility training in the Applied Technical Studies degree and Business Management and Entrepreneurship-Supervision certificate areas.
- Paralegal
  - Encourage students to sit for one of the national certifying exams. to measure program quality.
  - Market the online Paralegal program to nontraditional students who are currently working in law firms or legal offices.
  - Continue to expand recruitment efforts with a goal of annually

increasing enrollment by 5%.
- o Improve retention rates in Paralegal courses by communicating with students about time management and course requirements.
- Construction Technology (Building Trades)
  - o Continue to expand Interview Day to match students with employers throughout Kansas.
  - o Provide more work-based learning opportunities -- job shadowing, internships, and apprenticeships.
  - o Continue to build homes on purchased lots that meet the needs of the buyer's market.
- General Education – Education & Physical Education
  - o Collaborate with Emporia State University (ESU) Teacher's College to develop a 2+2 agreement for Education students.
  - o Continue participation in the Kansas Core Outcome groups to refresh curriculum current and its transferability.
- General Education – Fine Arts (Art, Music, Theatre)
  - o Adjust Art course offerings to be reflective of 4-year institutions to remain current and ensure transferability.
  - o Increase student enrollment in Art courses by 3% within the next three years by expanding recruitment efforts.
  - o Provide opportunities for theatre students to participate in community events like a Cast and Community Talkback.
  - o Provide for cultural/artistic needs of students and community by organizing and performing concerts for various events and holidays.
- Visual Media Design: Animation, Journalism, and Media Production
  - o Collaborate with local universities to develop 2+2 agreements to improve transfer options for students.
  - o Explore options for one credit hour courses (Color Correction, Photoshop, Illustrator, 2-D Animation)

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 outcome reporting and standardized rubrics.

Course Outcome Reporting
Each course has at least one outcome mapped to an institution-wide outcome. Table 3 represents 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 2019	Spring 2020	2019-2020	Fall 2020	Spring 2021	2020-2021	Fall 2021	Spring 2022	2022-2021
I	86.3%	89.3%	87.5%	87.3%	90.5%	88.8%	87.8%	87.7%	87.8%
II	87.0%	88.3%	87.6%	87.6%	88.8%	88.2%	87.2%	87.8%	87.2%
III	91.9%	92.4%	92.1%	92.0%	93.6%	92.7%	93.3%	93.9%	93.4%
IV	89.6%	95.5%	92.3%	93.4%	94.6%	93.5%	93.4%	94.4%	94.3%
V	75.3%	81.2%	77.7%	79.6%	75.4%	78.0%	78.8%	81.1%	80.0%

Mapping course outcomes to our institution-wide goals has strengthened alignment. We will continue to improve assessment results linked to quantitative reasoning.   According to data, we continue to do well preparing students to work collaboratively in the workplace along with preparing students with effective reading, writing, listening, and speaking skills. We will monitor decreases in outcome achievement linked to critical thinking and accessing and manipulating information.

Note: The 2021-2022 year total calculations include the Summer semester reporting Institution-Wide Outcomes based on course outcome reporting.

Graduate Questionnaire

All students graduating from Hutchinson Community College are invited to complete a survey about their experience. Table 4 represents how graduates believe their experience at HutchCC impacted their abilities as aligned with our Institution-Wide Outcomes.

Table 4: Institution-Wide Outcomes Assessment Based on Graduate Questionnaire

I-WO	Prompt	Answer	20-21	21-22
I: Critical Thinking	My ability to think critically	Strongly Agree	38.1%	36.9%
		Agree	57.2%	57.2%
		Disagree	0.0%	2.8%
		Strongly Disagree	0.0%	0.6%
	My ability to make reasonable judgements	Strongly Agree	41.8%	40.4%
		Agree	52.7%	54.9%
		Disagree	1.8%	1.2%
		Strongly Disagree	0.0%	0.0%
II: Information Literacy	My ability to access information	Strongly Agree	44.9%	40.3%
		Agree	46.7%	54.9%
		Disagree	4.5%	1.8%
		Strongly Disagree	0.0%	0.0%
	My ability to manipulate information	Strongly Agree	38.1%	37.2%
		Agree	52.7%	55.2%
		Disagree	3.6%	4.0%
		Strongly Disagree	0.9%	1.2%
III: Communication	My reading skills	Strongly Agree	31.8%	24.8%
		Agree	51.8%	56.6%
		Disagree	9.0%	9.2%
		Strongly Disagree	0.0%	1.0%
	My writing skills	Strongly Agree	32.7%	30.6%
		Agree	50.9%	56.0%

		Disagree	10.0%	6.3%
		Strongly Disagree	0.0%	0.5%
	My listening skills	Strongly Agree	44.5%	30.2%
		Agree	43.6%	56.9%
		Disagree	5.4%	5.2%
		Strongly Disagree	0.0%	1.1%
	My speaking skills	Strongly Agree	42.2%	35.8%
		Agree	44.9%	49.7%
		Disagree	6.4%	5.7%
		Strongly Disagree	0.0%	1.1%
IV: Interpersonal Communication	My interpersonal skills	Strongly Agree	45.4%	42.2%
		Agree	43.6%	45.0%
		Disagree	4.5%	6.3%
		Strongly Disagree	0.0%	0.5%
	My collaborative skills	Strongly Agree	45.4%	38.9%
		Agree	44.5%	48.8%
		Disagree	4.5%	4.6%
		Strongly Disagree	0.0%	2.3%
V: Quantitative Reasoning	My quantitative-reasoning skills	Strongly Agree	37.2%	33.5%
		Agree	46.3%	49.7%
		Disagree	5.4%	6.3%
		Strongly Disagree	0.0%	2.8%
	My computational skills	Strongly Agree	37.2%	31.7%
		Agree	46.3%	52.0%
		Disagree	5.4%	6.9%
		Strongly Disagree	1.8%	2.3%

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. The data also shows students moving away from "strongly agree" to "agree" that HutchCC improved their abilities. There are also a larger number of students who disagree or strongly disagree as compared to previous years. The assessment subcommittee will continue to monitor this data. These graduates were at HutchCC during the beginning of the COVID closure to present which may have impacted their experiences and learning.

Information Communication Rubric Assessment
During the 2021-2022 academic year, the communication rubric was used to assess I-WO III: Demonstrate effective communication through reading, writing, listening, and speaking.

Table 5: 2021-2022 Communication Rubric Assessment Data

Year	Classes Assessed	Completers of Course Outcome	Students Assessed as Proficient or Exemplary	Students Assessed as Inadequate	Achievement Rate
2021-2022	25	359	292	67	81.3%

Assessed on their ability to communicate through reading, writing, listening, and speaking, 81.3% of students achieved with a designation of proficient or exemplary. This skill is increasingly important for HutchCC students as they move into the workforce or transfer to another institution.

Noel-Levitz Student Satisfaction Inventory

During Spring 2022, the Noel-Levitz Student Satisfaction Inventory was administered with a sample of 550 HutchCC students responding. Students identified the importance of the issue and then rated their satisfaction based upon a 1-7 Likert scale. The following were identified by Noel-Levitz as strategic focus issues:

Table 6: Noel-Levitz Satisfaction Inventory Identified Strengths

Strengths	Importance	Satisfaction/ SD	Gap	Notes
My academic advisor is knowledgeable about my program requirements.	6.69	6.38/1.13	0.31	
There are sufficient courses within my program of study available each term.	6.55	6.21/1.12	0.34	Decreased gap since 2020.
My advisor helps me apply my program of study to career goals.	6.54	6.23/1.26	0.31	
Campus Item: The college official communication tool (DragonZone) is useful to me.	6.54	6.36/1.12	0.18	Decreased gap since 2020.
Campus Item: HutchCC provides the resources I need to help me be successful (i.e. tutoring services, academic advising, access to computers, etc.).	6.53	6.32/1.02	0.21	
Students are made to feel welcome here.	6.52	6.21/1.20	0.31	
Campus Item: HutchCC sends consistent messages when communicating to students.	6.5	6.28/1.16	0.22	
There are convenient ways of paying my school bill.	6.49	6.19/1.21	0.3	Decreased gap since 2020.
Campus Item: My courses are academically challenging and prepare me for the next level.	6.49	6.7/1.05	0.22	
The campus provides online access to services I need.	6.48	6.3/.95	0.18	Decreased gap since 2020.

Table 7: Noel-Levitz Satisfaction Inventory Identified Challenges

Challenges	Importance	Satisfaction/ SD	Gap	Notes
Campus Item: My instructors are fair and consistent.	6.63	5.99/1.38	0.64	Decreased gap since 2020.
The campus is safe and secure for all students.	6.57	6.08/1.22	0.49	Decreased gap since 2020.
The quality of instruction I receive in most of my classes is excellent.	6.53	5.76/1.32	0.77	
Faculty are fair and unbiased in their treatment of individual students.	6.47	5.87/1.51	0.6	Increased since 2020.
Faculty provide timely feedback about my academic progress.	6.44	5.93/1.29	0.51	

Students identified 6 areas that were improved since the last survey. These include:

- Scheduling of courses
- DragonZone as a useful tool
- Convenient bill paying
- Online access to services
- Campus safety/security

Students identified areas that need improvement:
- Advisors need better program knowledge and understand applicability to my career goals
- Resources are needed for success (e.g., tutoring, computer access, advising)
- Welcoming attitudes are missing
- Inconsistent messaging when communicating with students
- Academically challenging coursework lacking to prepare for next level
- Quality of instruction needs improvement
- Timely feedback about academic progress is not happening

The items students identified with continuing gaps between <u>importance</u> to them and their <u>satisfaction</u> will be the focus of ongoing strategic development in both the Assessment Committee and Departmental meetings -- for how to improve.
There seems to be an inconsistency between "my instructors are fair and consistent" which improved and "faculty are fair and unbiased in their treatment of individual students" which grew in the size of the gap. This issue will also be considered for "what" and "how" to improve.

Co-Curricular Assessment

The Spring 2022 Co-Curricular Experience Survey was administered and completed by 117 students. Of the 117 students who completed the survey 72 students said they participated in a co-curricular activity during the 2021-2022 Academic Year. Students completed both multiple choice and open-ended questions to provide both quantitative and qualitative data about their co-curricular experience.

Table 8: Institution-Wide Outcomes Assessment
Based on Co-Curricular Experience Survey Results

IWO	Prompt	Answer	2020		2021		2022	
–	Participating in the co-curricular activity positively affected my academic experience at HutchCC.	Strongly Agree	39	54.2%	21	60.0%	33	51.5%
		Agree	28	38.9%	13	37.1%	23	35.9%
		Disagree	3	4.2%	1	2.9%	8	12.5%
		Strongly Disagree	2	2.8%	0	0.0%	0	0.0%
IWO I: Critical Thinking	The co-curricular activity helped me develop the ability to think critically and make reasonable judgments.	Strongly Agree	37	52.1%	19	54.3%	34	53.1%
		Agree	28	39.4%	12	34.3%	26	40.6%
		Disagree	5	7.0%	4	11.4%	4	6.2%
		Strongly Disagree	1	1.4%	0	0.0%	0	0.0%
IWO II: Information Literacy	The co-curricular activity helped me gain the	Strongly Agree	32	45.7%	19	54.3%	31	48.4%
		Agree	31	44.3%	11	31.4%	27	42.1%
		Disagree	6	8.6%	5	14.3%	5	7.8%

	skills necessary to access and manipulate information.	Strongly Disagree	1	1.4%	0	0.0%	1	1.5%
IWO III: Communication	The co-curricular activity helped me develop effective communication skills through reading, writing, listening, and speaking.	Strongly Agree	35	50.0%	19	55.9%	33	51.5%
		Agree	28	40.0%	11	32.4%	25	39.0%
		Disagree	6	8.6%	4	11.8%	5	7.8%
		Strongly Disagree	1	1.4%	0	0.0%	1	1.5%
IWO IV: Interpersonal Communication	The co-curricular activity helped me develop effective interpersonal and collaborative skills.	Strongly Agree	42	59.2%	21	60.0%	39	60.9%
		Agree	26	36.6%	13	37.1%	21	32.8%
		Disagree	2	2.8%	1	2.9%	4	6.3%
		Strongly Disagree	1	1.4%	0	0.0%	0	0.0%
IWO V: Quantitative Reasoning	The co-curricular activity helped me develop effective quantitative-reasoning and computational skills.	Strongly Agree	33	46.5%	18	51.4%	32	50.0%
		Agree	26	36.6%	10	28.6%	22	34.3%
		Disagree	11	15.5%	7	20.0%	8	12.5%
		Strongly Disagree	1	1.4%	0	0.0%	2	3.1%

According to student feedback, 93.7% of students agree or strongly agree that participation in Co-curricular activities helped them develop effective interpersonal and collaborative skills. Students agree or strongly agree 87.4% of the time that participation in co-curricular activities positively impacted their academic experience. This is a 9.7% decrease from previous years with 12.5% disagreeing that co-curricular activities positively impacted their academic experience. This decline will be monitored. When asked what students like best about being involved in co-curricular activities they said the following:
- Making new friends and getting involved on campus

- Participating in a team atmosphere
- Developing better communication skills
- Gaining a support system
- Connecting with honors students from different colleges

Co-Curricular Assessment Action Plans
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. During the 2021-2022 academic year, co-curricular activities saw a decline in student participation that can be attributed to COVID related concerns. It was decided to postpone action planning for the Spring of 2022. Action planning will commence during the 2022-2023 academic year when new co-curricular officers are in place and the budget cycle starts over.

Summary:

Amidst the continued challenges of the 2021-2022 school year, HutchCC maintained our focus on the Institution-wide goals.
- 90.2% of our students achieving proficient or higher on course outcome assessments. This shows continued improvement in aligning our institution-wide and course outcomes to student achievement.
- We reviewed and revised 7 programs based on student and teacher input.
- Based on our co-curricular survey, 93.7% 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, and interpersonal skills.

 As we show continued progress, HutchCC's Assessment Subcommittee will continue to monitor our progress towards these goals.

Hutchinson Community College 2021/2022 Annual Assessment Report By the Numbers

Course Assessment

90.2%

Achievement Rate on Course Outcomes

Institution-Wide Assessment

81.3%

Achievement on Communication Outcome Assessment

Institution-Wide Outcome Achievement

2021-2022

- Critical Thinking — 87.8%
- Information Literacy — 87.2%
- Communication — 93.4%
- Interpersonal Skills — 94.3%
- Quantitative Reasoning — 80.0%

Program Assessment

7 Reviewed

Business
Paralegal
Construction Technology (Building Trades)
Education & Physical Education
Fine Arts
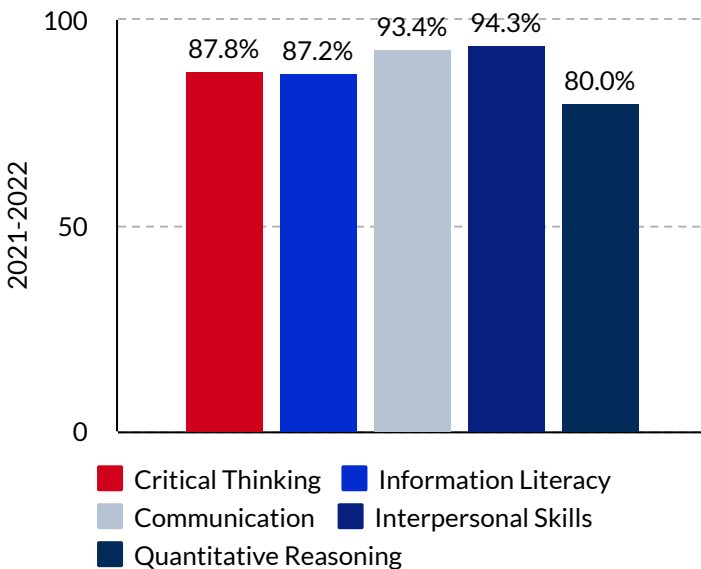Visual Media Design: Animation, Journalism, and Media Production

Co-Curricular Assessment

Students Agreed or Strongly Agreed Participating in a Co-Curricular Improved:

93.7% Critical Thinking Skills

90.5% Information Literacy Skills

90.5% Communication Skills

84.3% Quantitative Reasoning Skills

93.7% Interpersonal Communication Skills

87.4% Their Academic Experience