Highland Community College
Student Learning Assessment Report
2009/2010

Members of the Assessment Team were Terri Ball, Bob Brainerd, Dan Glynn, Sara Smith, Anne Kufahl, Irene Covert, Denise Herbers, Scott Kohl, David Harris, Jason Stegman, Lori Thompson, Cia Verschelden, Sharon Weiser (Chair), and Steve Wuerz.

The Assessment team submitted an Improvement Project Team Proposal that was accepted from the Steering Team. The proposal included the creation and distribution of the Instructor Review Form for the assessment of technical courses. After discussion it was agreed to use the current Instructor Review Form. Five technical courses were chosen by Terri Ball to be assessed during the spring, 2010 semester. A mid-year and final report on the progress of our improvement project indicated that we had met all of the deadlines.

A new Improvement Project was submitted for 2010/2011. This will entail creating a list of learning objectives for all HCC graduates.

The courses to be assessed in fall 2009 and spring 2010 were chosen (see attached).

The CAAP test results for 2001-2010 were presented (attached) by Dr. Harold Arnett. Test results for Writing/Math/Reading/ and Critical Thinking were presented. All of the test results showed HCC students consistently scoring with the national average. There were no significant differences in the HCC student scores and the national scores. The Critical Thinking scores included all of our students for the first time. It appears this has helped our mean Critical Thinking scores. This information was presented to the faculty at their monthly faculty meeting in November, 2009.

The spring 2009 Instructor Review Form was reviewed by the Assessment committee. Team members responded that they felt there were fewer negative responses to the survey and felt this indicated the review process was helping communication of needs. The information submitted by adjunct instructors was shared with full-time instructors where applicable. Requests for additional budget needs were found to be taken care of except the new PC’s for Wamego. This is currently being worked on.

**Fall 2009 Instructor Review Form**

There were 68 total responses coming from seven sites:

- Atchison: 2
- Perry: 4
- Holton: 15
- Sabetha: 0
- Marysville: 3
- Wamego: 14
- HCC Main campus: 21
- Online: 9

95.5% of respondents were satisfied with competencies listed on the syllabus.
The responses of those who were not satisfied included:
1. I wouldn't say that I was necessarily unsatisfied, but that it is really difficult for even the best teachers to make it to the '70s and beyond when one starts with the Reconstruction Era. (HIS102-PER)

2. Add more on household budgeting, burden debt, and communication resolution (SOC102-HCC)

3. It is too generic, over time I would like to work on this (SOC102–MAR)

97% of respondents were satisfied that assessment items chosen demonstrate that students had met the competencies. There were no responses of those who were not satisfied.

15% of the respondents indicated that they had a better idea of how to assess the competency items listed on the syllabus.

1. It might be good to have a final exam taken by all students in the course completing the 8 lessons. (PS 108-Online)

2. I would like to use proctors for the assessment area. (SPA LG102-Online)

3. I think there should be more emphasis on application problems in addition to what is already present on the final. (MAT105-MAR)

4. Have students demonstrate a designed database. (BUS182-HCC)

5. I am thinking about having the class put together a printed book at the end of the course of their work. (PHO205-HCC)

6. Place them on the web. (HIS102-HOL)

7. Place them on the web. (HIS102-HOL)

8. Instead of one large paper, I would rather do 2 or 3 smaller ones. (PSY202-HOL)

9. tests weren't particularly well constructed plus would like to add a semester long project that integrates all concepts introduced. (RM 114-HCC)

39% of respondents indicated they will make changes to their course as a result of the review. These changes included:

1. May re-think the amount of time spent on each of the sections. Would like to get at least one more chapter into the course - cross over from the ancient/medieval to modern period (Age of Exploration). This would require the revision of what I have chosen to be important and to eliminate or lessen the amount of time spent on some of the sections - especially in Ancient Rome & Greece. (HIS 103/01-HCC)

2. More refinement of the class activities. Some activities were changed this last semester to increase the amount of group work and student discussion of material. I believe these worked well and would like to
change more of the activities to include this type of student involvement. (PS 108-HCC)

3. I will re-evaluate the list of films shown and may make changes in the list. Also I will try to find a better classroom location for showing the films so that it does not disturb or distract other classrooms. (ENG 207-01-HCC)

4. I am going to incorporate more technology requirements and training. I find that many of my students lack the technical knowhow to successfully take an online course. My webcam and video requirements are very frustrating to many of my ‘technologically challenged’ students. I plan to incorporate additional training requirements. Many of my students don’t take advantage of the introductory lessons unless they are required and graded. (SP 101-ONLINE)

The students were a bit overwhelmed with the initial information regarding observations and assessments. Later in the course they felt as though the basic developmental info the text offered was lacking or more of a review of the core ECH 100 & 110 classes they just took. It may be beneficial to break up course differently so that the observations and assessments take a majority of the semester to cover. (ECH160-HOL)

5. This course, in my opinion, needs to select a new textbook. (MAT106-HCC)

6. Look at a new text that offers more practice exercises. (BUS136-HCC)

7. change or update lab book red shift (PS 108 WO-WAM)

8. More speaking activities (SPA LG 102-ONLINE)

9. I am moving a few of the laboratories around and developing a more comprehensive Enterobacteriaceae lab. (BS203-PER)

10. I think a textbook is important for an online course even as just a resource. But I feel students don’t see the value unless there are assignments from the text. Therefore I would like to incorporate some assignments from the text. (BUS182-HOL)

11. Math-based student exercises. Now that labs have been added to this course, the students need to use math formulas more than in previous years. (PS 102-HCC)

12. More applications. (MAT105-MAR)

13. I am going to make the material covered more relevant to real world situations. (BS 203-WAM)

14. Look for a new textbook. (BUS182-HCC)

15. Insist the students get their CDA packet prior to the class starting. (ECH110-ATC)

16. I’d like to find a way to get more activities into the classroom. (HIS102-HOL)

17. I’d like to find a way to get more activities into the classroom. (HIS102-HOL)

18. I would add more on pregnancy, family planning, and finance. (SOC102-HCC)

I was pleased that my class, Higgs' ENG090 was getting a new text. However, the book I use (to supplement the current texts) is a wonderful resource called, Writing First: Practice in Context (with Readings) by Laurie G. Kirszen and Stephen R. Mandell. ISBN-13:978-0-312-48758-4 OR ISBN-10:0-312-48758-4. It provides well-organized content, including detailed instruction on moving from paragraphs to essays, numerous examples of student paragraphs in progress, simple grammar exercises and explanations, and teaches basic writing and study skills. In addition, it contains research...
techniques, and even a section on finding a job. Please check it out. It would make a fantastic ENG090 text; it is an innovative, easy-to-use resource. Thanks, Mary Higgs, ENG090 instructor (ENG090-WAM)

21. I have a few corrections on the existing quizzes that I will submit and have added current events as part of my assessment. I like the multiple choice quizzes. (BUS203-HOL)

22. include more internet based podcasts to enrich learning opportunities (BUS203-ATC)

23. Provide more internet rich media and improve lesson particularly lesson 7 (HIS102-HOL)

24. tests weren't particularly well constructed plus would like to add a semester long project that integrates all concepts introduced (RM 114-HCC)

25. During the unit studying jazz rock, I will show less of the Chicago/Earth, Wind, and Fire concert performance DVD. (M 223-HCC)

26. Our textbook for Higgs-ENG090 has finally changed, however, I would have liked to offer my suggestion for a textbook. The handouts I use come from, "Writing First: Practice in Context (with readings)" by Laurie G. Kirszner and Stephen R. Mandell, ISBN-13:978-0-312-48758 or ISBN-10: 0-312-48758-4. This text offers grammar, sample student paragraphs, specific guidance for improved study skills, using research, and helping students move from basic writing into college composition. Please check it out!. Thanks! (ENG090-WAM)

1.5% of respondents had additional budget needs.
These included:

1. Additional films. $250 or less. (ENG 207.01-HCC)

2. Textbook selection requires funding. I have no idea how much. (MAT106-HCC)

3. The estimated cost would be fifty to seventy-five dollars for media to perform the lab. (BS203/PO-PER)

4. Possibly if we had to obtain a guest speaker or take a field trip. (SOC102-HCC)

5. Budget for new PC's that can run Office 2007, so we don't have to use the terminal services which freezes and doesn't allow them to save to USB sticks without going through a bunch of rigmarole. (BUS130-WAM)

22% respondents indicated a need for training/resources to help improve their course.
These included:

1. I need to come up with a better way for students to submit their required speeches utilizing video. Uploading video is still a major problem for many of my students.(SP 101-ONLINE)

2. I would like to attend a workshop on the latest version of In Design. (BUS136-HCC)

3. I would like to know what the other teachers do at highland main campus for this class (PS 108WO-WAM)
4. We cannot expect students to learn Spanish online without providing them with the opportunity to engage in conversation with native speakers. I have an idea that I would love to share if anyone is interested. (SPA LG 102-ONLINE)

5. I'm sure there's always room for improvement! I appreciate any training offered that I'm able to attend; but have no specific suggestions. (CJ 201-ONLINE)

6. I would like a new copy of the textbook “Medical Microbiology” by Murray, et. al., as my copy is getting rather old. I am requesting a copy from the publisher. (BS203/PO-PER)

7. I don't feel there is training needed specifically for this course. But I always feel it is valuable to continue education to find better ways to teach and reach students. I am always willing to improve. (BUS182-HOL)

8. I don't know if this is possible, but it would be wonderful if the instructors had some sort of way to share resources, such as assignments and tests. (HIS102-PER)

9. Resource materials at each distance site would be very helpful. (ECH110-ATC)

10. I would like to attend a conference with marriage and family specialist as speakers/facilitators. (SOC102-HOL)

11. Using a Wimba Virtual class (SPA 102-Online)

12. Prints are pretty traditional; there are some new trends (green/non-toxic) that would be nice to look into, I'm sure there are workshops available. (A 105-HCC)

13. I would like to acquire the accompanying CD set to the Ken Burns Jazz DVDs. His personal favorites are included in this compilation. (M 223-HCC)

14. Take off the pull down screen and put up one big white board. Then I can write directly on the projected image. (BUS130-WAM)

**Spring 2010 Instructor Review Form**

There were total responses coming from seven sites:
Atchison: 1
Perry: 5
Holton: 5
Sabetha: 0
Marysville: 0
Wamego: 8
HCC Main campus: 9
Online: 7

91.4% of respondents were satisfied with competencies listed on the syllabus.
The responses of those who were not satisfied included:

The syllabus for BUS 105 has virtually the same competencies as BUS 103. This is not appropriate, since
the material covered is VERY different.
I would suggest BUS 105 competencies similar to the following:
1. Record and report equity transactions for corporations, partnerships, and LLCs.
2. Record and report transactions for issue and purchase of bonds, including calculation of present values for cash flows.
3. Prepare, interpret, and analyze basic financial statements, including the statement of cash flows.
4. Calculate and analyze product costs using both job order and process cost systems. Perform cost-volume-profit, breakeven and other analyses for manufacturing companies.

For the length of time we only skimmed many concepts. I would rather have more depth on a topic than just introduce it.

Delete Course Objectives listed at the beginning of the syllabus and replace with the objectives listed lesson by lesson.

82.9% of respondents were satisfied that assessment items chosen demonstrate that students had met the competencies.
There were no responses of those who were not satisfied.

91.4% of the respondents indicated that they had a better idea of how to assess the competency items listed on the syllabus.

Have students prepare financial statements.

I already require a final project, in addition to the assessment items on the syllabus, requiring students to apply ethical theories they have learned to an issue that interests them. I also require two current events presentations applying ethical theories to today's news.

Go back to the previous method of assessment.

Yes and No. I think assessment is a combination of application and testing. I may have relied more on testing than application.

Add more importing/exporting exercises.

Comp #1--The project is too broad and not appropriate to an introductory course.
Comp 3--Intro course should not have a field work component.
Comp 5--I don't even know what a "one world culture" is.

Short answer questions that correspond with the quiz questions could be added to prepare the students and emphasize content. Some of the forum assignments need to be more open ended (to promote discussion).

2.9% of respondents indicated they will make changes to their course as a result of the review.
These changes included

Have students prepare an income statement.
I would require the students attend a chat room once a week.

Change to 5 hour course to make transfer credit more accessible.

BUS 105: First, I would suggest updating the competencies on the syllabus. Also, the date on the syllabus currently reads Fall 2008 (we just finished the Spring 2010 semester). Secondly, I would consider changing textbooks (at the next review for updating the books). The current book (Wild/Larson/Chiapetta) does not explain the material very well. This semester, I found that if a student missed class, they were often unable to understand the material covered on their own time utilizing the current book and the handouts that I provided during class. The previous textbook (Warren/Reeve/Fess) explained the material well enough that extra 1-on-1 time was usually not required for students to catch up. This is not the case with the current book, as most students who missed class couldn't understand the material without significant explanation from me. Several students made comments during the semester about how hard the book was to understand, and how confusing some of the homework problems were. I provide supplemental homework handouts for more than half the chapters, which was not necessary with the previous book. The book also does not spend sufficient time covering internal controls, in my opinion. This is a very important part of understanding accounting from a real-world perspective. I supplement the book with additional material heavily in this area.

Rewrite test questions on some of the exams to better reflect what the students have learned.

I need to create a grading rubric for the research paper/presentation for students.

I am going to try to include more Internet labs. They are more complex that the real labs we are doing in class.

Some of the labs will be revised.

For a 100-level course, the text we use is wholly inadequate. It can actually be detrimental to a student's morale, as the text is too comprehensive and deep without sufficient explanation. Excellent for Med school, but not aspiring nurses. I can guess it works well for anatomy and thus one book is used for both courses, YET THE ONE AND ONLY SUGGESTION I WOULD HAVE IS TO USE A TEXT SPECIFICALLY FOR PHYSIOLOGY IN THE INSTRUCTION OF PHYSIOLOGY.

The new textbook, Boss's Analyzing Moral Issues, is HORRIBLE. It would be a good supplementary texy for Ethics 2, but gives students virtually no introduction to what the study of ethics entails or to the relevant theories. The former text, Barcalow, is MUCH better.

Change the study guide / lab book

Human anatomy & physiology should be taught as a combined I & II type of course. The text & is written this way. The students would learn better.

Have at least on guest speaker and take a field trip to a cultural exhibit.

I would try to have better equipment for some labs on concepts that are difficult to just explain.

Location

Select a new textbook that provides more examples and directions. I will also be looking for ways to add more media to our projects.

Change the requirements for the research project.

**17.6% of respondents had additional budget needs.**

*These included:*
Pay instructor for 2 additional hours.

It would take another text, which could be covered by students. In my strong opinion, the costs is nominal compared with the educational value. With an inept book the education suffers greatly. With a good book students could actually use it. (A student survey could also give good perception as to the infeasibility of the current text in the study of physiology).

$500 to help the students with the expense of touring an exhibit.

To teach Physics in today society you need to have Lab Probeware and computer technology of some type. Neither were available. It could cost $1000/ lab group(2-3 students) and access to a computer.

$300 supplies and equipment

If the software in the lab changes to Office 2010 we will need to update the textbook.

22.9% respondents indicated a need for training/resources to help improve their course.

These included:

To do more research on the subjects covered during the course of the semester. That includes more reading and looking for videos that would enhance the class.

It would help if the computer in the classroom can be hooked online. I've been using my laptop to project and connect wirelessly during certain lectures requiring internet--having to switch the projector cord between the two.

Smart room functionality (a dedicated projector) would certainly be useful. I currently use a cart with a projector, coupled with my personal laptop in order to show example work and historical images.

I would like to travel to some regional anthropological offering for possible short summer touring or excavation.

If we were to have the lab probe equipment I would need to have training on usage. This might be meeting with an experienced person on how to set up the labs and how to troubleshoot problems that occur.

Dreamweaver training.

additional training in the grade book

Wireless connectivity need to be improved. Frequently unable to use media in classroom. Old chalk boards need to be upgraded to Dry erase boards.
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<td>Computer Graphics: Enhanced Photography</td>
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<td>Principles of Animal Science</td>
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Courses Being Assessed Fall, 2010

A  103  2-D Design
A  253 Advanced Studio III
AB 108 Principles of Animal Science
ACR112 Electric Welding
BS 104 Human Anatomy
BS 107 Intro to Environmental Science
BS 110 Nutrition
BTT109 Carpentry Basics
BUS130 Micro Appl I
BUS136 Desktop Publishing
BUS230 Entrepreneurship
CJ 205 Critical Issues in Law Enforcement
ECH175 Emerging Literacy
ENG093 Research Writing
ENG207 Narrative Film
ENG223 Creative Writing
HIS101 US History I
M  101 Music Fundamentals
MAT100 Beginning Algebra
MAT106 Calculus I
NUR206 Social Services Designee
PE 150 Personal Trainer Field Exp I
PHO208 Applied Photography II
PS 107 General Chemistry
R  092 Reading Skills II
SP 106 Public Speaking
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