Members of the Assessment Team were Ron Adams, Sharon Weiser, Bob Brainerd, Glenna Batchelder, Joshua Berry, Krista Bruggeman, Sara Smith, Anne Kufahl, Irene Covert, Denise Herbers, and Scott Kohl.

The Assessment committee devised a flowchart for the assessment process for the AQIP project (attached). The 2005/2006 CAAP Results (attached) indicated that our students are performing at the average level of other students across the nation. The reports for the last six years have been consistent.

The Instructor Review Form was conducted as an on-line survey for the first time during the fall semester. There were some technical problems with this process that have now been worked out. More detailed instructions for completing the survey was given for the spring survey.

The committee discussed the possibility of graduates taking the CAAP tests at different times. The College Algebra and College English students would take the corresponding test at the end of that class as part of the final exam. All graduating students would take the Critical Thinking test during the semester they were graduating. Although several details would have to be worked out, there are several benefits to changing when the test is administered. One advantage is that the students would be more motivated to take the test seriously and would therefore, bring up scores. Another benefit is that the College Algebra students’ results could be monitored in an objective test and compared with other students across the nation. Mike Parker (Vice President of Academic Affairs) is considering this possibility and inform the committee of his decision.

**Fall 2006 Instructor Review Form**

There were 73 total responses coming from seven sites:
- Atchison: 9/16 = 56% submission rate
- Perry: 12/16 = 75% submission rate
- Holton: 8/18 = 44% submission rate
- Sabetha: 4/5 = 80% submission rate
- Sabetha: 4/6 = 66% submission rate
- Wamego: 16/16 = 100% submission rate
- HCC Main campus: 20/28 = 71% submission rate

**Total submission rate was 70%**

92% of respondents were satisfied with competencies listed on the syllabus.

The responses of those who were not satisfied included:
- I am not sure that the competencies we have listed are the same with other schools. We have not done common course competencies at the state level.
- I am adding a section on emergency response planning.
- I was ok with the core competencies. I have to also consider the state standards and I wasn’t sure some of the test questions dealt with either the state standards or the HCC competencies. (ex. how many T.V. stations are in the United States?)
- I would like to see narrative writing and a research component using citation and works cited both addressed
- Expectations are too low.

96% of respondents were satisfied that assessment items chosen demonstrate that students had met the competencies.

The responses of those who were not satisfied included:
- For some reason, the assessment items are not listed on the syllabus posted on the HCC website. I believe they used to be.
- Assessment could improve with the proper learning tools in the hands of the students.
- More in-school observations spread out through the semester instead of early on.
Project based - requires extensive set-up time, etc.

Hands-on training. Demonstrating different angles of blood splatter. How to search a room.

Our department head has never provided any leadership regarding the way students should be assessed or the number of essays that should be required per semester. The types of essays to be written are also not specified.

I would rather see the students read an essay on the day of testing and respond critically rather than having to choose from essays that could have been read at the beginning of the semester.

I am only dissatisfied with the final assessment as a final for 101. I felt it was a much better assessment of 102 as it focused mainly on critiquing author's techniques rather than being able to write compositions of various styles.

20% of the respondents indicated that they had a better idea of how to assess the competency items listed on the syllabus. These included:

I continue to think that for adjunct faculty teaching off-campus dual-credit, that a sample of selected on-campus student essays be collected for access on-line.

Possibly add short-answer essay items

Use other items in addition to tests

42% of respondents indicated they will make changes to their course as a result of the review. These changes included:

More time spent on government policies and more class discussion on the political process.

I will be updating the textbook to give some insight to students about parts of writing, instead of what the book contains now.

I'd like to have more hands-on/non-computer assignments; I don't believe this will impact course competencies at all.

For fall 2007 I will get the new edition of the text.

anthropological site study

Adding resources for families on emergency response planning

Many of the class exercises are going to be changed. I’m going to look into changing the range and depth of coverage of the course topics. I’m going to see if I can go into more detail on some of the topics where those principles show up repeatedly.

A change in text: The new text ‘The Writer's Presence’ lacks MLA. Plus the Bedford Reader (our previous Eng101 text) contained more assessable stories. Students seem to prefer the Bedford Reader Stories over ones from our new text.
A Comp I text would be good. The Bedford Guide for College Writers (ISBN 0-312-41251-7, 7th ed) includes study guides these students desperately need along with important definitions and examples to improve writing skills.

Textbook - sucked. More observations throughout the semester.

I think it's difficult to teach this course in one 3-hour session per week. Meeting twice per week (or three times) would make it easier to teach (I think) and easier to learn.

I'm including more and more 21st century requirements and changes with a global emphasis.

Try to rotate-in guest speakers from social work, police, EOD, to give real-life application to book work.

Find additional interesting group activities; make clear the goals of lecture.

I would like to see more unity among instructors system-wide regarding what is taught and what types of essays are required. Furthermore, the college needs to adopt a textbook that is both an instructional manual and one that contains essays that illustrate

I always review the classes I teach and make changes as needed before the class meets next fall.

I would change the textbook. I believe that two separate texts - one for anatomy and one for physiology would benefit the students.

I would have given the students more exposure to persuasive reading essays and writing projects.

Overall, I thought this semester went very well. However, for the spring semester, I am spending more time going over the fiscal and monetary tools.

I would change the textbook because it is unorganized and somewhat difficult for students in the class.

I will incorporate more technology into the teaching of the course. There are a lot of resources available that I will look for in teaching this class.

Have mini lab available on the computers for statistics class

I would like to share author interviews on DVD or videotapes.

Change the textbook

In general, I am always evaluating and wanting to improve my classes.

I believe that there are always areas for improvement. This semester, I added additional, shorter writing assignments.

This text is not organized in the most effective way to teach/learn the language. It would be helpful to have a text with more dialogues.

22% of respondents had additional budget needs.
These included:
Approximately $15,000 is needed for new microscopes, not only for this course but for the other on-campus biological science courses.

I would like a tablet pc, to make lecturing easier to do on the overhead projector. The cost can vary up to $3,000.

When computers start having problems, CAI classroom will need to have some equipment replaced

Finance the class visiting anthropological artifact sites.

The cost for the text the students need.

Change text. Not sure how many $$.

I would appreciate magazine subscriptions in the field of economics; i.e. 'Economist.' Or budget for purchase of more timely economic information as it happens.

It would be nice to have a room for just scenarios w/ adjacent classroom to have lecture-practice-review.

A new textbook where the thesis statement of an essay is not in the middle of the 18th paragraph. Novice writers, which most of our HCC students are, need straight-forward essays.

Just enough to purchase different textbooks.

Improve wireless internet connection to access video on demand for class

Mini lab license

Money to order author interviews. Money to take students to the literature festival

Money to purchase reading posters

Money to purchase videos ($500.00)

35% of respondents indicated a need for training/resources.

These included:

I think I would benefit from more training on teaching math to students with learning disabilities.

An integrated digital projector/ceiling mounted or on a cart for CT116 would be very helpful for this course.

Videos that go along with chapters.

Training on the new auditorium podium equipment.

A text that provides study of basic writing, patterns of development, samples, specific exercises to help them improve writing skills.

The available computers make it impossible to do Internet assignments as a group. So I need to send the students elsewhere to do them, but I can't help them when they're elsewhere. Also, the chairs in the room I use are awful for a 3 hour class.
I'm always researching something to present that is timely - have almost completed initial review of 'Outsourcing.'
Mannequins, space to set up scenarios.

Mediated classroom (computer screen with overhead projection- so students can view instructional websites.)

I would like to purchase several DVD's. Estimated cost, $150.

I didn't find the Instructor Resource Manual to be very helpful in preparing for classes; although, the exam questions were useful.

An in-service for all English Comp teachers or an in-service for main campus and a rep from all area centers to develop a week-by-week assignment formal for all instructors at a central location.

I continue to take classes related to my content area. In-services are helpful as well.

It would be helpful for the Composition instructors to meet and share.

More in service time with other instructors who teach these classes.

It would be nice to actually see a syllabus that the on-campus instructors use. We could then pattern our classes more closely with theirs. (a copy of Mr. Glynn's would be nice)

I would like to see at the beginning of the school year the opportunity to brainstorm with the current HCC instructors about their teaching strategies and curriculum. It always helps to have an experienced example (model) to learn our craft better.

Optional Study Group for Students

The textbook this time had good current selections but did not give as much information about the writing process to the student as previous texts.

Manipulatives workshop for math at HCC

More Training with Telenet and computers (for retrieving and sending attachments and making changes in attachments)
Spring 2007 Instructor Review Form

There were 56 total responses coming from seven sites:
Atchison: 7
Perry: 10
Holton: 7
Sabetha: 2
Marysville: 2
Wamego: 13
HCC Main campus: 15

93% of respondents were satisfied with competencies listed on the syllabus.
The responses of those who were not satisfied included:
I would change to more physical geology.
Add: Students will be able to connect historical events and dynamics with current society and learn how to recognize themes
Complete an Identification of Unknown project. For example, identify a Gram+ bacterium isolated from the student’s nasal passages to the genus level.

96% of respondents were satisfied that assessment items chosen demonstrate that students had met the competencies.
No responses were given.

15% of the respondents indicated that they had a better idea of how to assess the competency items listed on the syllabus.
These included:
I would like to give them field experience and have them use what they have learned in the text.
For the final, the students have been required to develop a literature pack for parents.
One way to improve assessment is to be more specific with students so that they have a better understanding of expectations.
Our department head has never provided any leadership regarding the way students should be assessed, the kinds of essays that should be written, or the number of essays that should be required per semester.
I like the idea of each teacher submitting a copy of all their tests including the final for review by one of the full time math faculty to assess the competencies and ensure preparation for the next class in the sequence.
Abnormal Psychology - Although the assessment items do demonstrate that the students had met the competencies, I would prefer a little more flexibility in the items. For example, the assessment items for competency #6 are test questions, but I also assigned a paper and presentation which demonstrated an understanding of the mental disorders. Simply wording the assessment items as a paper or test questions would solve this problem.
Competency #6 is a good example of this flexibility.
Formal lab report about Identification of an unknown project.
I think a short (3 page) paper discussing one or two of the systems we cover in this class is appropriate.

48% of respondents indicated they will make changes to their course as a result of the review.
These changes included:
I am going to re-look at the material and assess if some of the information I am currently using can be reduced to insure that I get through the entire course.
I used the Hawkes combination beginning/intermediate algebra program. I would prefer to use the program that is just intermediate algebra. The combo program is really designed for students who are doing both classes together. It is difficult to assign lessons to cover all the competencies without having students repeat the exact lessons they covered in Beginning Algebra.
Implement some team-building activities in the course to assist with discussion and participation of difficult subject matter.
The course is going to be changed to emphasize physical geology.
I am going to use more case studies that the students will report on.
I have found more videos that are specific to literacy. The competencies remain the same but I am changing how students meet those competencies.
I would like to take a field trip to the new World War I museum in Kansas City.
Skip the following sections and chapters: 3-3,3-6,4-2 all of chapter 6 & 7. Cover Chapter 8-1 through 8-5. This will give more time to cover application.
Students need to learn technical writing. No resources are included in the text.
Additional reading from any of the books by David Barber will help.
Covering basic English mechanics at the beginning of each English I semester is crucial to beginning students.
I would ditch the next textbook. It isn't really a textbook, just a collection of essays with no instruction in it.
I'd like to see more unity among instructors system wide regarding what is taught and what types of essays are required. Furthermore, the college needs to adopt a textbook that is both an instructional manual and one that contains essays that illustrate the various types of writing: narrative, informative, persuasive and critical analysis.
I'm going to work with the other teachers to prepare a common final exam for the course for Wamego.
Finals should be essay type questions.

2% of respondents had additional budget needs.
These included:
Maps are about 10.00 dollars apiece I think. Stereoscopes are around 10 also. More hands on equipment like a stream table is several hundred I think.
I really could use some better computers in the student lab. All classes need a computer element and the newer virtual labs don't run well on the ones we have. Either several Laptops with Internet access or something. I can't do labs on computers without several more. I have to send them home to do them.

31% of respondents indicated a need for training/resources.
These included:
I would like to become better qualified in this area through either workshops, seminars, or some type of certification.
Rock testing kits, hammers and field geology tools.
I would like some maps for our classrooms.
Use of MS-1 technology
It would be nice to have more instructional materials, such as outlines or power point slides. The question banks for the current textbook have been most beneficial.
CAAP Results