Members of the Assessment Team were Bob Brainerd, Glenna Batchelder, Joshua Berry, Krista Bruggeman, Sara Smith, Anne Kufahl, Irene Covert, Denise Herbers, Scott Kohl, David Harris, Detsinh Sayaloune, Jeff Hurn, Mike Parker, and Sharon Weiser.

The Instructor Review Forms were reviewed by the committee. The review forms of regional instructors were passed on to the lead instructors for consideration. The English instructors have indicated that they are unhappy with the textbook change. Many of the regional adjunct faculty has asked for maps. Bill Noll, the lead history instructor, has been notified. He is looking at purchasing map software.

Options for administering the CAAP tests were discussed by the committee. An in-depth discussion to incorporate the CAAP Math and English tests into the course itself ensued. Math and English instructor committee members took this idea forward to their departments for further discussion. Math faculty reviewed the CAAP Math test. They reported that the exam tests for mostly beginning and intermediate algebra. They felt it would be inappropriate to administer the math portion of the CAAP as a part of the College Algebra course. The English instructors were also opposed to this change in their course. This idea was abandoned.

The results of the 2006/2007 CAAP test and the compiled scores from 2001 to the present were examined (see power point attached). Highland Community College student scores are consistently at or above the national average on all tests. The lowest scores for HCC students were for Critical Thinking. The small difference in the HCC student scores on the Critical Thinking test was not significant. The committee reviewed the summary of the CAAP Critical Thinking test. It is a 32-item, 40 minute test that measures students’ skills in analyzing, evaluating, and extending arguments. Students respond to a passage they have read. The test is in a multiple choice format. After discussion, the committee felt that we did not need to do anything at this time to address the Critical Thinking scores.

The administrative council proposed a new committee structure for the HCC campus. This proposal was a result of the AQIP Systems Appraisal Feedback Report. Dr. Harold Arnett presented the rationale for the change in committee structure to create an atmosphere of continuous improvement and fulfillment of employees in their work experience. Discussion determined that the Assessment Committee needs to continue as a standing committee. Members of the committee can opt to stay on a committee or to move to another continuous improvement project of their choice.

The AQIP Systems Appraisal Feedback Report listed Assessment at HCC as an overall strength. The report mentioned the Critical Thinking scores of our graduating students as a matter for the Assessment Committee to review. Brain storming ideas included adding a critical thinking segment to the College Success and Orientation course. Several of the faculty on the committee reviewed the CAAP test of Critical Thinking. The Vice President of Academic Affairs has agreed to have a speaker on Critical Thinking across the Disciplines for the fall In-Service. (This was later changed because the fall In-Service was changed due to Ruby Payne being on campus for the In-Service)

The fall 2007 report from Emporia on our transfer students indicates that HCC students have a higher mean term and cumulative grade point average, as well as higher percent of students in good standing, than other ESU undergrads.

The courses to be assessed in spring 2008 and fall 2008 were chosen (see attached).

**Fall 2007 Instructor Review Form**

There were 56 total responses coming from seven sites:

81.5% of respondents were satisfied with competencies listed on the syllabus.
The responses of those who were not satisfied included:

I am in the process of submitting a proposal to the C & I committee requesting BS 107 be renamed "Environmental Science" so the course competencies would need to reflect the content of "Environmental Science" if approved. The addition of a 1 credit lab session is also requested making it a 4 credit class.

As the course is currently set up, the competencies work. I have not used quizzes to the extent that the generic syllabus requires, but I found students would be more consistent in doing assigned work with these. I also like the idea of a term project rather than the usual requirement of a term paper. This allowed me to give choices of service learning or term paper. All but one of the students chose service learning.

I believe it is biased to ask the students to understand the "value of multiculturalism." Anthropology should be objective and not have an agenda. Though I think it is important to understand anthropology from a personal perspective, I don't think that students should be asked to apply the subject matter to their own lives--anthropology focuses on the population, not the individual.

I would like the Main Campus to suggest to us exactly what sections in the College Algebra Book need to be covered and how much time should be spent on each section. There are so many competencies that it is impossible to cover all of them thoroughly, therefore I would like to see some direction from the main campus on which competencies could be touched lightly on the which ones should be focused on. I feel that I covered more information.

The competencies for BUS 105 are the same as BUS 103. The competencies for BUS 105 should be updated to more accurately reflect the description of the course material. I would suggest something similar to the following: 1. Record and analyze equity transactions for corporations, partnerships, and LLCs. 2. Determine product costs using the job order and process costing systems.

If we are to teach everything algorithmically, then there are too many skills listed.

Emphasis on linking historical patterns, trends and situations to current realities.

92.6% 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.

13% of the respondents indicated that they had a better idea of how to assess the competency items listed on the syllabus.

These included:

Adding a lab component should enhance the learning experience for students.

I believe that if the instructors could select their own textbooks, with the approval of the Coordinator or Department Chair, then the competencies could be better aligned with the competencies and interests of the instructor. This would revitalize this course. I believe that the competencies would then be even more satisfactorily fulfilled because the course would then benefit from the background and competencies of the instructor. Also I recommend allowing students to buy their textbooks.

It seems that there are multiple questions over one concept....know basic algebra ... such as writing equations of lines, slopes or solving...

I do not think field work is practical for a beginning class--that is a senior or graduate level competency. Also, again, I do not think that we should teach the "value of diversity"--that assumes a bias.

Again, if we are going to have students use the graphing calculators, then the assessment should reflect this by including questions geared at whether students are interpreting...
information from the table and graphing screens and relating this to the equation, domain, range, etc.

I would like to do labs to test their skills in rock and mineral identification, etc.

44% of respondents indicated they will make changes to their course as a result of the review.

These changes included:

Recommended changes are the result of a desire to update the course with an emphasis on current environmental concerns and align with KBOR suggestions for science credits.

There is always room for improvement. An instructor should always look for improvements.

To implement this as a lab class next fall we will need adequate maps for topography and computers that work fast enough for pictures and virtual labs

Some of the material that is expected to be covered is not necessary to reach the competencies. It is time consuming when working with a limited schedule.

Require BS101 or BS203 as a pre-requisite.

I believe that if the instructors could select their own textbooks, with the approval of the Coordinator or Department Chair, then the competencies could be better aligned with the competencies and interests of the instructor. This would revitalize this course for whoever might teach it. Certainly I can teach the course in a satisfactory way under the given conditions. The textbooks being used are well-written and the Barcalow text, despite a few errors, a few of which even students caught, covers the topics well, especially contemporary issues. However, it is weak on varieties of utilitarianism and Mill's version, which in my view are serious flaws. The Solomon/Martin textbook has drawn from giants of Western philosophical ethics, and introduces their ideas very well. However, most ethics textbooks now are drawing more from feminist ethics and non-Western ethics. If all instructors are compelled to use the same textbooks, we might want to consider a textbook to replace Solomon/Martin which takes a broader scope of primary sources in what we cover with the students. Especially so as our student demographics change toward more diversity, as they will. Additionally you might find that instructors you hire will also have non-traditional backgrounds and training. This is becoming much more common given the direction of university philosophy departments these days, such as that of the University of Kansas. Moreover, my own background has been in Continental European philosophy, which is reasonably well covered by the Solomon/Martin textbook, but also Asian and Native American philosophies. These latter two are not represented in either of the textbooks now being used. I could add additional materials but then not do justice to the competencies you currently expect. In addition you might want to revisit your current policy of having students return books. Some students may want to retain them for future reference. Even if they choose not to do so it would allow them to write notes in margins, underline or highlight while enrolled and then return as a used book. When they are handicapped by not being able to use their textbooks in this way, a lot is expected of students taking notes that include references to pages, paragraphs, and sentences. This is an inconvenience which seems unusual in higher education and may discourage students from using the textbook in a way that maximizes learning. Students themselves may not recognize this problem, as they may have had to return books in K through 12. But perhaps a system could be considered whereby students could have the option to buy the textbook. Your support services seem more than adequate from the way I teach the course. I have no other issues besides the textbook selections and return policies.

I will leave out things I taught that were not assessed on the common course final

Add readings in the other four subfields of anthropology. The textbook is a cultural anthropology text, and only covers one subfield of anthropology.

I would like to implement more technology into the course, such as online homework assistance and practice. I have been preparing to incorporate Math Zone into my next semester's College Algebra courses.
I would focus on College Algebra competencies that are really important for every student, and on touch on the competencies that seem to be more pre-calculus since about 90% of my students take College Algebra as an exiting math course.

I teach both anatomy & physiology. The book and materials are a combined text, which I like. However, since so many of my students take both courses, it would be more efficient and fit the text better if they were taught as a combined course. At present, I break out the material from the book to fit each course. It works, but in terms of learning, the students would have a better opportunity with the material taught as presented in the book.

Have students compose/develop a brochure

I plan to shorten some areas as I find I go into too much detail. I had a hard time getting all the information covered in the allotted time due to the attention to detail.

I think there is a great deal of information to be learned in Accounting II. I like my students to get a thorough and complete understanding of concepts. I think there are too many chapters to cover. I think it is vital to introduce them to managerial accounting but I would eliminate the last two chapters. If they choose to take the next section of accounting they begin with the last 3 chapters from this course

I always look for ways to make adjustments. I'm going to continue to add additional smaller readings and break out sessions during class time.

Just add a lab section, which I think is being done for fall 2008

The addition of additional pop quizzes to reinforce the ideas presented in class.

I will assign more in-class work to be done.

Change textbooks to have an Anatomy text alone, not combined with Physiology.

I would like to see a mandatory training session on the use of the graphics calculator for the students. I do not see it as being given during the class period but being offered at a different time.

18.5% of respondents had additional budget needs.

These included:

A student lab fee should cover most anticipated expenses. Students will also need to purchase a computer based lab manual.

I know budgets are tight. We need updated computers available and even if we only get one or two a at time better LAB STOOLS My students can't sit for three hours on those horrific unpaddded stools. I have students that will not come because they have bad backs and can't sit on them. I don't know how much the stools are but one or two at a time would at least help. The new computer is also needed for other classes I teach. When it takes 45min to 1 hr to show each picture that is too much wasted time.

The purchase of an additional laptop with power point and internet ability.

Allowing instructors to select their own textbooks would call for more administrative work, for example, imposing deadlines for book orders from instructors, and perhaps having to buy new rather than used books in some cases. With more flexibility in competencies as stated in syllabi it might call for more oversight work on the part of supervisors to determine if the instructors' personal selection of textbook(s) and competencies met acceptable standards. However, the other colleges where I have taught supported these measures in the interest of maximizing the use of instructors' talents and interests and thereby student learning.

Math Zone costs only $15.50 per semester per student, but this cost is in addition to the cost of purchasing a graphing calculator, which is also required for the course.
The enrollment really grew this year so I see the need for another skeleton and some more skulls. I'd say $500
$250 to buy CD of classic films in anthropology

26% of respondents indicated a need for training/resources to help improve their course.

These included:

Training not really but again computers and better stools are really needed. The maps only if the lab book for fall does not include any.

I would like to be able use more videos to give the students more examples

We badly need additional models. Also, we would like to be able to use cats for dissection.

I have not used quizzes to the extent that the generic syllabus requires, but I found students would be more consistent in doing assigned work with these. I also like the idea of a term project rather than the usual requirement of a term paper. This allowed me to give choices of service learning or term paper. All but one of the students chose service learning. Half of my class this term indicated a significant change in their learning and perspective about those in need either in the schools or beyond in the communities where they volunteered. Some said that they would continue in their service with the agency with which they were volunteering. If you have a faculty or staff member who is experienced in the area of service learning, a session for faculty in this would be of value, especially for social science or humanities classes.

As a first-time teacher of this course, I would be open to any suggestions to improve my teaching.

Additional online training for using MathZone would be helpful. There is no cost, and I plan to attend at least one more training session before next semester begins.

Yes, I would like to see a suggested College Algebra syllabus showing sections and problems in the book that would appropriately cover the competencies.

Access to a human cadaver to teach a Saturday dissection lab is needed- perhaps at Washburn on a cost share basis. It could be offered as an add-on or as a component of the course. It would make the course much more complete. The great majority of the students are headed for a career in nursing or related medical fields. I believe such a lab would give HCC a competitive advantage for attracting students.

Training in Office 2007

I would like to see Highland continue to offer continuing education classes. I feel they do a good job of that and it is necessary to continue that practice.

Spring 2008 Instructor Review Form

There were 35 total responses coming from seven sites:

94.3% of respondents were satisfied with competencies listed on the syllabus.

The responses of those who were not satisfied included:

The main campus listed competencies for 21 chapters. I feel this too much material to cover at this depth in one semester. I would reduce the number of chapters or provide suggestions on how to reduce the number of competencies per chapter. Also, competencies should include the laboratory.

I would make the competencies more detailed for BUS137. I would add a competency
for voice data entry.

97% of respondents were satisfied with the assessment items chosen to demonstrate that students had met competencies.

3% of respondents indicated a better way to assess competencies.

They included:

A standardized exit exam for PS107, General Chemistry

For my online class, I had weekly discussion questions and assignments that required application of the information presented in the text. I also used ideas from the original syllabus, such as a cultural diversity paper.

60% of respondents indicated they would make changes in their course based on the Instructor Review.

Those changes included:

1. I think at least pre-algebra should be a prerequisite. I spent more time helping with basic math and algebra than teaching chemistry.
2. Review, and make changes in the teaching of the course to try to include more items in the recent past. All too often, the course ends before you get to the late 20-40 years in history. Because of this, this period of history is usually just given a very cursory review. A review of the material would allow for the cutting of some information given in class and the inclusion of more material for the recent past.
3. Update and improve PS 107 laboratory experiments
4. The book for ENG101 needs to be changed
5. I am always updating materials, ideas, etc.
6. The textbook is terrible, simply a collection of readings without any good suggestions for writing prompts and without and discussion of the various rhetorical modes. I have to use the old textbook for that and either run off copies (expensive) or have students share the remaining books (impractical).
7. Better Telenet Hookups
8. Students need to learn to write so a Comp I Writer's book would improve this class.
9. I would like to provide the students with the Kansas criminal statutes and not rely strictly on the information in the book. I have copied the statutes for the students for 2 semesters, but the school should provide this.
10. In addition to revising the course competencies, I would consider modifying the laboratory manual, possibly by incorporating labs from the textbook for PS107.
11. The current textbook used in ENG 101 was not a good selection. It offers no instructional material, and the selections are either narratives or opinion pieces. They do not offer a variety of essays, and most are too long for instructional purposes.
12. spend more time working on the first two lessons for students.
13. Provide more examples
14. This section was an exceptionally wonderful class; good participation, good papers, attendance, etc. Any instructor could find inspiration from this class.
15. I don't know if this falls under assessment but I would change the text for Marriage & Family.
16. Add more time with voice data entry.
17. I preferred the changes I made to the course versus the original online material.
18. Telenet courses are sensitive. Everything has to fall into place just right or it throws off the entire class and all sites enrolled. Our telenet has been down, our site coordinator in Atchison hasn't been there to help those students having problems with the telenet, got their books to 1/2 the class 2 weeks late, and hasn't been there to send materials to the instructor, and one site had a snow day, where the others didn't and that threw us for a loop.
19. I always evaluate and then select new or different reading assignments and revise/update the writing assignments. Basic structure, format, methods, and content of the course remains the same.
20. I'm always looking for better ways. I want to explore a different type of project for the semester.
21. Modify article summaries.
23% indicated that additional budgeting may need to be made to implement their suggested changes.

These budget needs included:

1. I need wireless online access in my classroom at the Atchison site desperately!
2. I don't know how much new texts would cost, but it would be money well spent.
4. My class is small (8 -10 students), the statutes would be about 100 pages.
5. However much more the Timberlake lab manuals would cost.
6. New or ENG 101 would be a major commitment since this course is taught at all campuses. When a new textbook is selected, the selection should involve English 101 teachers at non-Highland sites as well as on-campus instructors.
7. I'd like to have more videos, more interactive assignments available.

29% of the respondents indicated the need for training/resources to help improve their course.

These included:

1. Scott Kohl, our Center Administrator, is excellent about helping me with anything
2. I need access to wireless internet at the Atchison site so I can hook up laptop to be able to view AND hear things over the telenet.
3. Resource for Comp II would be a room in which lights can be dimmed for viewing videos.
4. Comp I textbook focused on teaching writing skills.
5. I am currently without my own laboratory facility, however, since it is currently being built, that issue would soon be resolved. I would like a database listing required materials, supplies, chemicals, and required set-up instructions etc... for each laboratory.
6. I think it is amazing that English 101 teachers make sure that students meet the competencies outlined in the syllabus and assess those competencies, we have NO IDEA how each of us is doing that. There has never been a way for us to share our teaching strategies.
7. I plan to attend a workshop this summer on Hemingway.
8. Speakers, field trip.
9. More secure connections for the telenet
10. Use MS-1 for teaching Animal Nutrition online.
Yearly Trends
- Numbers
- Writing
- Math
- Reading
- Critical Thinking
- Science Reasoning

Current Year National Comparisons
- CAAP
- ACT

Observations, Inferences, Conclusions

CAAP Results: Yearly Trends

CAAP Results: Yearly Trends

ANNUAL AVG: WRITING
CAAP Results: Yearly Trends

**ANNUAL AVG: SCIENCE REASONING**

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CURRENT YEAR NATIONAL COMPARISONS

**HCC-Nation: CAAP**

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CURRENT YEAR NATIONAL COMPARISONS

**HCC-Nation: ACT**

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Courses Assessed Spring 2008

A 104 3-D Design
A 215 Graphic Design
AB 207 Animal Nutrition
BS 110 Nutrition
BUS126 Keyboarding
BUS133 Micro App I: SS
BUS137 Integrated Software
BUS205 Business Law I
CJ 201 Criminal Law I
ECH110 Functions of Child
ENG101 College English I
HIS104 History of Western Civ II
M 200 Music Theory I
MAT090 Fundamentals of Math
PS 107 General Chemistry
PSY101 General Psychology
SOC102 Marriage & Family

Courses to be Assessed Fall, 2008

A 107 Drawing I
A 224 Computer Graphics: Enhanced Photography
AB 114 Ag Orientation
ANT112 General Anthropology
BS 101 College Biology
BS 107 Intro Environmental Science
BUS105 Accounting II
BUS182 Database Management
BUS201 Principles of Management
CJ 140 Police Patrol Procedures
ECH 200 Program Planning & Development
ENG102 College English II
GEO212 World Regional Geography
MAT104 College Algebra
PE 112 Personal and Community Health
PHO108 Applied Photography
R 092 Reading Skills II
SP 106 Public Speaking
BUS130 MicroApplications