

Highland Community College

Student Learning Assessment Report

Fall 2005/Spring 2006

Submitted Fall 2006

Members of the Assessment Team were Ron Adams, Sharon Weiser, Melissa Stevens, Sue Winchester, Bob Brainerd, Glenna Batchelder, Mike Parker, Jodi Leatherman, Krista Bruggeman, Sara Smith, Anne Kufahl, Irene Covert, Jennifer Neff, Denise Herbers, and Scott Kohl

The Assessment Committee was asked to participate in the AQIP report process. There are a series of questions relating to how students learn on our campus. The committee discussed each of these questions. Answers were submitted to the Highland Community College AQIP web site. (Attached to this report). From this process, the committee became aware of a lack of student exposure to diversity in the current courses. As a result, faculty members that teach the following courses that fulfill the Social and Behavioral Science electives toward an associate's degree have been asked to add a diversity competency and assessment item to their standard course syllabi.

- n ANT112
- n BUS203
- n BUS204
- n GEO212
- n POL100
- n POL101
- n POL115
- n POL201
- n PSY101
- n PSY205
- n SOC101
- n SOC102

They will be paid \$100.00 for doing so by the Office of the Vice President of Academic Affairs. This is to be completed by May 30, 2006. Also, the fall 2006 In-Service will include a keynote address and outbreak sessions on cultural diversity.

Lead faculty teaching in disciplines participating in the Kansas Core Competency Project have been asked to update their standard course syllabus to reflect the recommended course competencies. This is to be sent to the Office of the Vice President of Academic Affairs by May 30, 2006.

The student CAAP scores for the last three years were reviewed. Tables with results are attached to the end of this report. Findings included:

- Significantly more females than males complete the CAAP test.
- HCC ACT and CAAP scores are consistently close to the national average.
- Science Reasoning scores are consistently slightly higher than the national average.
(Only Associate of Science majors take that portion of the test at HCC; do not know if this is true at most institutions or not)
- Critical Thinking scores are consistently slightly lower than the national average.
(Only non-A.S. majors take that portion of the test at HCC)
- Predicted performance for HCC students is generally close to the national average.

Because Critical Thinking Scores for HCC students were found to be lower than the national average the committee is investigating ways to improve these scores.

A new KBOR policy will be in effect starting fall 2006. According to the policy, concurrent instructors who do not hold a Master's degree must utilize the same comprehensive final exam as the lead instructor on campus. A list of concurrent courses to be taught in fall 2006 was generated. The lead faculty teaching the courses on the list were paid \$200.00 to have a comprehensive final and designation of how the final will be weighted in relation to the rest of the course requirements to the Vice President of Academic Affairs office by June 1, 2006.

Many regional faculty voiced needs for science equipment and lifetime fitness equipment. Two sets of equipment for the Lifetime Fitness course have been purchased. These will be traveling sets used for regional instructors. \$50,000.00 was spent purchasing science supplies for Wamego, Perry, and Holton sites.

Five SmartCarts were purchased for use at the regional centers. A SmartCart includes: laptop computer, projector, dvd/vcr player, ELMO, and speakers on a portable cart that can be moved from room to room. Five projector screens were also purchased. Training will be offered to regional coordinators so they can train regional faculty to use the equipment in their classrooms.

Regional faculty Instructor Review Forms are sent to the lead on-campus instructor for review and consideration.

FALL 2005 INSTRUCTOR REVIEW FORM

There were 24 classes assessed for fall, 2005 semester. Ninety-four Instructor Review Forms were submitted. The number of Instructor Review Forms submitted from each site was:

Atchison: 13

Wamego: 16

Holton: 15

Marysville: 6

Perry: 15

Sabetha: 3

Highland: 24

The majority of the forms submitted were from the disciplines of math, biology, speech, English, music, nutrition, and psychology.

88/94 instructors reported satisfaction with the competencies that are listed on their syllabus.

Those that were not satisfied indicated that they felt the competencies should include more specific information in the discipline they teach.

89/94 instructors reported satisfaction that the assessment items used demonstrate that the stated competencies had been met.

Examples from those that were not satisfied included:

A standard final exam

More difficult homework

Essays in and out of class

18 instructors believed that there was a better way to assess the competency items. These included:

A departmental final

Teaching speech as a concurrent course should not be combined with a high school course, they should be taught separately

Journal and lab notebooks should be used for Biology

Increase number of required speeches for Public Speaking

Project illustrating how animal science affects the student's life

A one-on-one exam for Beginning Algebra

Individual projects rather than group projects for Human Growth and Development course

More papers for Human Growth and Development

More in-class projects for Intro to Ethics

Weekly book reports on different age groups

Class participation

45 instructors indicated that they would make changes in their course as a result of the assessment review. These changes included:

Add a written component to Animal Science course

Offer the course as a weekend course

Make Intro to Ethics more of an applied course rather than theoretical

Add more projects to Intro to Ethics course

Include field trips for Human Growth and Development

Add more graded speeches

Videotape all speeches for Public Speaking course

Meet MAT 100 students twice a week rather than once a week

Add more basic grammar for English I

Add more cultural applications to nutrition course

Incorporate more historical information into Family Involvement course

Change US Government textbook

Write a lab manual for College Biology tailored to the class

Use PowerPoint

Pre/Post tests for College Biology labs

Different textbook for English II

Incorporate more contemporary speeches to use as examples

Change speech textbook

More "hands-on" exercises for Nutrition course

Use CDs that come with Music text book

Different Music History book

More labs for BS101

More group work in Public Speaking

Give more emphasis to required competencies for MAT100

More student involvement in Astronomy

Change the amount of material on History of Theatre tests

Spend more time on the Formation of Government Policy

Introduce digital imaging into the Photo I class
 Additional individual student conferences for ENG102
 Change Art Appreciation to a theme approach rather than the current chronological approach
 More practice burning cds and putting video and sound into documents for BUS188
 New textbook for College Chemistry
 Additional computer assignments and practice problems for College Chemistry
 Use MathPro5 and MathProExplorer for MAT100
 Earlier due dates for writing projects for Music Appreciation

23 instructors related that they needed budgeting needs to implement changes to improve their course. These involved:

Video cameras and tapes for public speaking class
 \$6-700.00 to purchase autoclave to dispose of Biology lab materials
 DVD and CD player
 PowerPoint Projector
 Videos
 Flip Charts
 Poster board, overhead sheets, copy paper
 Money for field trips
 Models and specimens for College Biology
 Technology for power point presentations
 Money for copies
 \$8,000.00 for photo lab for digital photography
 2-4 Macintosh computers for photography
 Purchase CDs for MAT100
 Music recordings for Music Appreciation
 Erasers for classroom
 Access to the internet in the classroom
 Overhead projector
 Dimmers for light switches
 \$400 for student references

A follow up found:

There are 6 video cameras already available in the region. Faculty have not asked the coordinators for use of the cameras.
 \$50,000.00 was used to purchase science supplies for the region in the fall. More will be spent later. Copies, erasers, overhead sheets, etc. are already available.
 Computers and projectors will need to be purchased at a later date.

29 instructors listed training/resources they felt they needed to improve their course. These included:

More on-campus professional music performances
 Technology use training
 Introduction to HCC procedures
 Discussions with other instructors teaching the same course
 Training on identification of plants and animals in Kansas
 Private office
 Continuing education course in Nutrition
 More Title III workshops

A follow up found:

There will be a fall 2006 In-Service for training on HCC procedures and opportunity to meet with other instructors teaching in the same discipline. Title III is offering learning community training this summer. Cultural diversity will be the topic of the keynote address.

SPRING 2006 INSTRUCTOR REVIEW FORM

There were 24 classes assessed for spring 2006 semester. Forty-seven Instructor Review Forms were submitted. The number of Instructor Review Forms submitted from each site was:

Atchison: 4
 Wamego: 12
 Holton: 3
 Marysville: 3
 Perry: 6
 Sabetha: 1
 Highland: 18

The majority of the review forms came from instructors of sociology and physics.

40/47 instructors reported satisfaction with the competencies that are listed on their syllabus.

Those that were not satisfied indicated that they felt that changes should include:

Adding more competencies to CT117 and BS105

Narrowing down the competency

Removing a self-esteem competency from MAT090 because to difficult to assess

More authentic assessments of HISII

Clarifying the competencies of SOC101

More emphasis in grammar and sentence structure in ENG090

Adding calculation of area and volume to MAT090

43/47 instructors reported satisfaction that the assessment items used demonstrate that the stated competencies had been met.**9/47 instructors believed that there was a better way to assess the competency items.** These included:

Adding a comprehensive project to BUS216

A midterm exam for BS105

Offering students a wider range of publications for article summaries in AB207

Authentic assessment of HISII

Adding an objective test for ENG090

25/47 instructors indicated that they would make changes in their course as a result of the assessment review. These changes included:

Change geology textbook to reflect physical geology rather than environmental

Explore techniques to teach to different learning styles in math

More visuals for teaching civil rights movement

Using critiques/checkpoints for A110 as well as making drawing a prerequisite

Using more of the smart room equipment

Different textbook for CJ120, ENG09, MAT090, BS105

Add field trips to CJ120

Having a picture and story of the students working in BUS111 for submission to their hometown paper

Adding a comprehensive project for BUS216

Adding more assignments to BUS105

Use a different classroom for AB207

Add computer-assisted-instruction for MAT090

Change emphasis from pre 1900 to post 1900 for HISII

Add an introductory unit on sentence structure for ENG090

11/47 instructors related that they needed budgeting needs to implement changes to improve their course. These involved:

Mileage paid for field trips that regional students attend

Funds for guest speakers

Set of manipulatives for teaching MAT090

Videos

Biology lab equipment for Wamego

Digital camera for BUS111

ADAM interactive physiology software for BS105

Add a workbook and lab manual for BS105

Easels for A110

Sociology journal

Choir robes and choral risers

A follow up found:

Noted need for field trip and guest speakers monies. Mike Parker said to fill out forms for reimbursement through the regional coordinator.

To be discussed at Reg. coordinators meeting how to handle students mileage to field trips since they have no vans.

Videos-Penny Donaldson/Librarian will purchase videos and they can be sent to regional sites when requested- faculty just need instructors to fill out request

Sociology journal for region-Library does not subscribe to any of these but Bob says can get ancillary readers with textbooks if needed.

Full-text journals are offered on-line through the library

Budget for Science Labs-Concern from regional instructors about amount they have to spend –These funds are limited to \$30 per student (lab fees)

Title III will fund Developmental Math conference/workshops

Title III will pay for manipulatives for Developmental Math classes

15/47 instructors listed training/resources they felt they needed to improve their course. These included:

Attend a developmental English seminar

Learn to use MS1 equipment

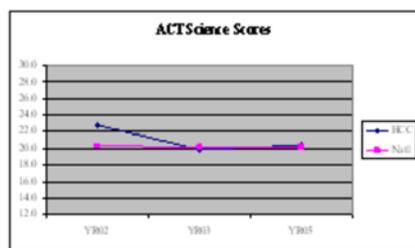
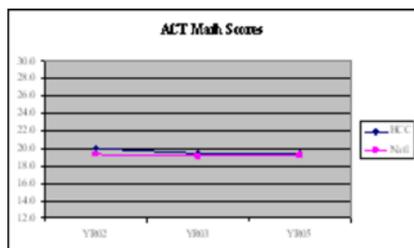
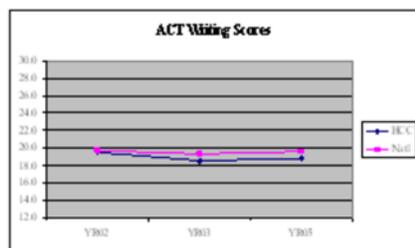
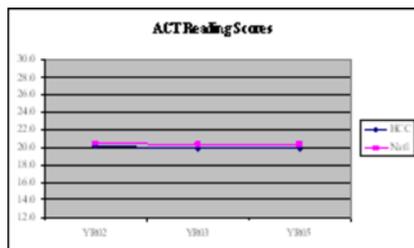
Learn ways to enhance student participation
Training in the "Read-Right" system
National organization membership
Workshop to learn the use of manipulations in math
Power Point
Training on how to engage adult learners
Training on teaching to different learning styles
Training in using the internet in the classroom
Training in teaching developmental math

A follow up found:

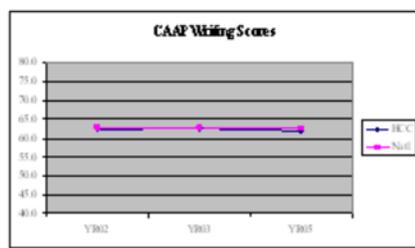
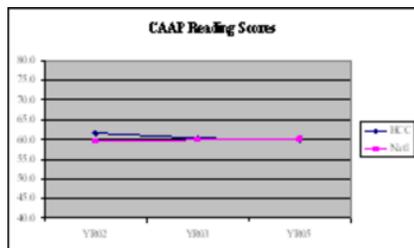
Title III will fund remedial English seminar
Workshop to train how to use MS-1 equipment will be offered this fall
Title III to offer paid training for adjunct faculty on teaching to different learning styles Title III may offer training for adjunct instructors to use Power Point in spring
Title III will pay for two math instructors to attend a workshop for teaching Developmental Math
The Read-Right program has been investigated and found that it would not work well for HCC

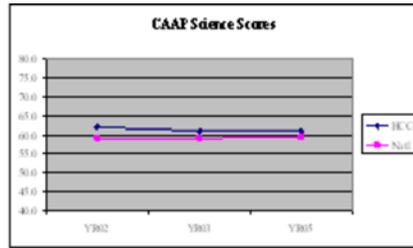
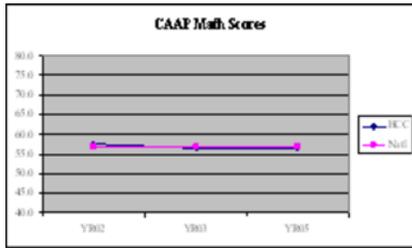
CAAP Comparisons

ACT

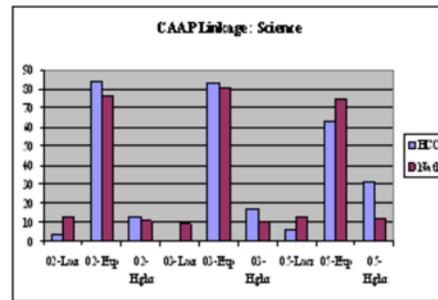
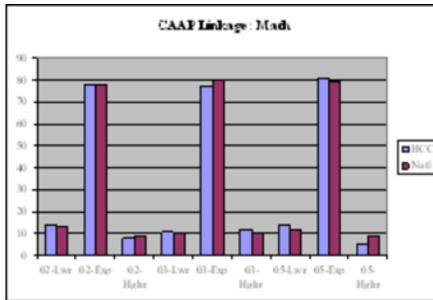
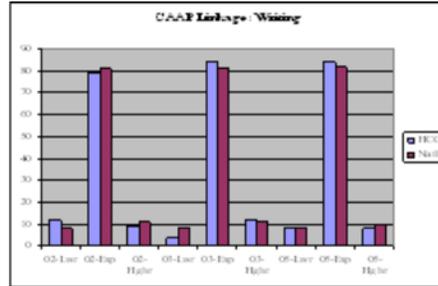
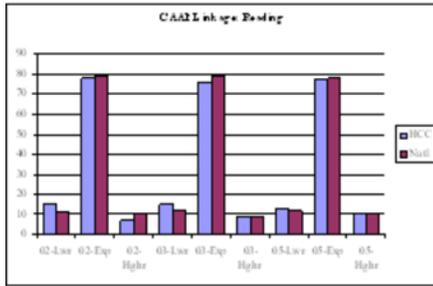


CAAP

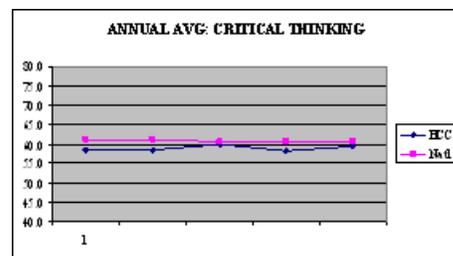
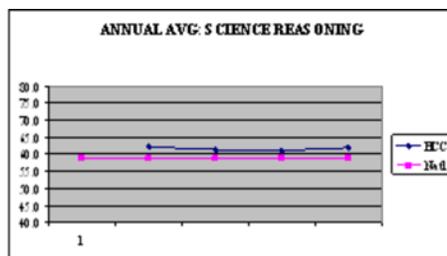
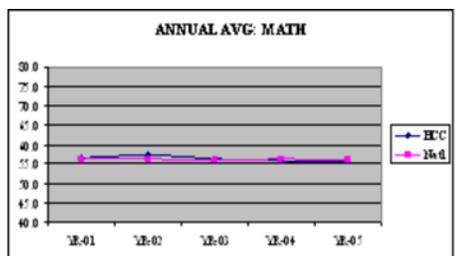
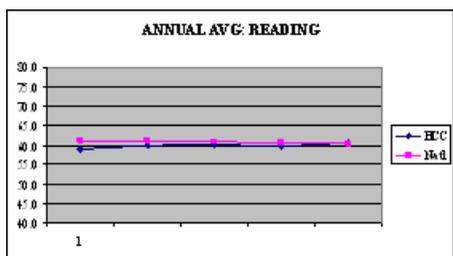
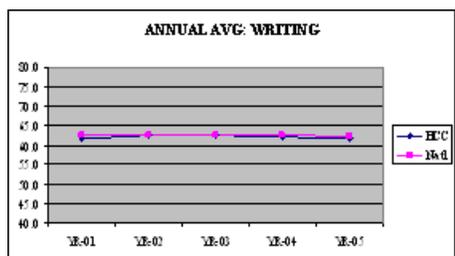




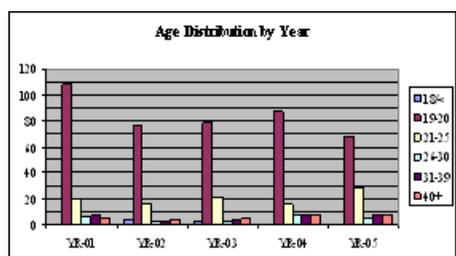
CAAP Linkage



CAAP Annual Averages



Demographic Information



AQIP QUESTIONS: ASSESSMENT COMMITTEE

Submitted by Sharon Weiser
May 25, 2006

1C1

Common student objectives include items measured on the CAAP test. In addition, every standard course syllabus is to have computer skills and writing as objectives. Starting in fall, 2006 the 12 courses that fulfill the social and behavioral sciences requirements for an associate degree have a diversity competency. All graduates must take a minimum, of two of these courses.

1C4

Three 4-day Title III Boot Camps were offered to all full-time instructors. The theme of one was "Teaching to Diverse Learning Styles" and the other was "Diversity." Presentations and projects revolved around these themes. Instructors were paid for their participation and further financial incentive was given for demonstrating that they used what they had learned in their classroom the following semester.

The Assessment Team felt that a listing of a cultural diversity competency and assessment item on the standard course syllabus would help ensure student exposure to diversity. In order to graduate, students must take two of the following courses. ANT112, BUS203, BUS204, GEO212, PSY101, PSY205, POL100, POL101, POL115, POL201, SOC101, & SOC102. The instructors of these courses have included a diversity competency and assessment item on their standard course syllabus. Thus, graduates will be exposed to cultural diversity in at least two of the classes they take at HCC.

1P1

The state-wide Kansas Core Competencies Project has set standard course competencies for some courses. To do this, lead instructors have participated with instructors in the same discipline across the state to determine standard course competencies for each course. All faculty whose discipline has been involved in the Kansas Core Competencies Project has been asked to update their standard course syllabus to reflect the competencies determined by the faculty in the project. They may add any additional competencies. All competencies must have an assessment measure. This is to be completed by the end of May, 2006.

The State Department has set competencies for vocational courses. Pre/post tests are given to determine learning that has taken place.

Lead Instructors determine student objectives for their courses and create a standard course syllabus listing those objectives and ways they will be assessed. All instructors teaching courses for HCC must adhere to these objectives.

Lead and regional instructors meet annually. A part of this meeting is to discuss the standard course syllabus.

1P6

The Vice President of Academic Affairs conducts faculty evaluations according to the master contract. Regional coordinators conduct faculty evaluations of adjunct faculty. Students also engage in evaluations of instructors based on the master contract.

CAAP/ WorkKeys tests are given to graduates depending on the degree they are receiving.

Every semester lead instructors evaluate one course they are teaching with the Instructor Review Form. All adjunct instructors teaching the same course that semester also completes the form. These are sent to the Director of Assessment. They are summarized, discussed in Assessment Committee, and followed up on if there are concerns/needs. An annual report of these findings and the CAAP findings are put for public viewing on the Assessment web page.

Three 4-day Title III Boot Camps were offered to all full-time faculty. Effective teaching skills were presented and evaluations of effective teaching in the classroom were offered to participants.

Emporia and K-State conduct transfer studies in which they compare our students with students from other colleges as well as their own students.

1P11

A committee of faculty, regional coordinators, Vice President of Academic Affairs, and the Director of Assessment meet monthly during the school year.

1P12

CAAP/ WorkKeys tests are given to graduates depending on the degree they are receiving.

Emporia and K-State conduct transfer studies in which they compare our students with students from other colleges as well as their own students.

1P13

Annually the CAAP/ WorkKeys scores are evaluated.

Reading scores are evaluated every semester.

Pre/Post tests for Vocational programs.

Starting fall 2006, concurrent instructors who do not have a Master's degree will be giving the same comprehensive final to their students that students at the main campus take.

1R1

The results of the CAAP test and Instructor Reviews can be found at the Assessment Web page.

http://www.highlandcc.edu/Assessment/docs/asmt_report_20045.htm

1R2

CAAP/WorkKeys results and the Emporia and K-State transfer studies indicate knowledge and skills acquired.

1R3

Title III has reports looking at the Structured Study Program, Learning Communities, Reading Pilot, Structured First Semester, and Summer Blitz. If needed the director could get these together for the AQIP program.

111

Results are discussed and reflected on in faculty/staff committees. Opportunities for improvement come as result of these discussions.

CAAP Sub-Scores

