HIGHER LEARNING COMMISSION

PROCEDURE

Federal Compliance Overview

Information for Institutions and Peer Reviewers

Effective for Federal Compliance Reviews beginning September 1, 2016

Introduction

HLC is required by the U.S. Department of Education to assure that all of its affiliated institutions are complying with the expectations of specific regulations accreditors must enforce as a part of their federal recognition. In addition, HLC is required to review institutions' compliance with their Title IV program responsibilities. Compliance with these requirements by both institutions and HLC is necessary to ensure that institutions accredited by HLC are eligible for federal financial aid.

The U.S. Department of Education continues to define and to implement statutory requirements for accredited colleges and universities in the Higher Education Act. In addition, HLC policy regarding Federal Compliance Requirements for institutions states that institutions must meet these requirements in order to be accredited by HLC. This document reflects those changes in the policies and explanations provided below.

Procedure

The Federal Compliance Program follows a three-step process:

1. First, institutions must address the federal requirements in the materials they submit to HLC before a visit. The *Federal Compliance Filing by Institutions* provides direction to institutions in addressing these requirements. Institutions applying for candidacy or initial accreditation address the Federal Compliance Requirements in their preparations for the comprehensive evaluation visit.

   AQIP Pathway institutions address the requirements in the materials prepared for comprehensive evaluations in Year 8. Institutions participating in the Open Pathway must demonstrate that they meet the Federal Compliance Requirements during the Year 10 comprehensive evaluation. Institutions participating in the Standard Pathway must demonstrate that they meet the Federal Compliance Requirements in the Year 4 and Year 10 comprehensive evaluations.

   Institutions on Probation or Show Cause address the requirements in their preparations for the sanction visit.

2. Second, HLC expects that institutions make additional supporting information on Federal Compliance available during the visit (or in the Assurance System). While conducting the visit, peer reviewers should verify that the Federal Compliance information they have received is accurate and complete. They should raise any questions they have with institutional representatives.

3. Third, peer reviewers must document that they have conducted a thorough review of the institution's compliance with federal requirements using the *Federal Compliance Worksheet for Evaluation Teams*. A Federal Compliance reviewer evaluates the institution's Federal Compliance materials in advance of the visit and refers any issues to the on-ground team for further exploration and confirmation. In some cases, HLC does not assign a Federal Compliance reviewer and instead asks that the on-site peer review team conduct the Federal Compliance review as part of its work.

Federal Regulation Policies

This section outlines HLC's requirements to ensure that HLC and its affiliated institutions comply with federal regulations. It provides the text of applicable HLC policies as well as of other relevant standards and guidelines. In addition, the section contains an explanation of each requirement, links to related materials including HLC forms and procedures, and references to the Criteria for Accreditation Core Components and Assumed Practices that each requirement is relevant to and that institutions must ultimately satisfy in order to receive accreditation.

Assignment of Credits, Program Length and Tuition

Policy Number FDCR.A.10.020

An institution shall be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives. Affiliated institutions shall notify the Commission of any significant changes in the relationships among credits, program length, and tuition.

Assignment of Credit Hours. The institution's assignment and award of credit hours shall conform to commonly accepted practices in higher education. Those institutions seeking, or participating in, Title IV federal financial aid, shall demonstrate that they have policies determining the credit hours awarded to courses and programs in keeping with commonly-accepted practices and with the federal definition of the credit hour, as reproduced herein for reference only, and that institutions also have procedures that result in an appropriate awarding of institutional credit in conformity with the policies established by the institution.

Federal Credit Hour Definition: *A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:*

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. 34CFR 600.2 (11/1/2010)

Commission Review. The Commission shall review the assignment of credit hours, program length, and tuition in conjunction with a comprehensive evaluation for reaffirmation of accreditation during the Commission's assurance process. The Commission may sample or use other techniques to review specific institutional programs ensure that it has reviewed reliability and accuracy of the institution's assignment of credit. The Commission shall monitor, through its established monitoring processes, the resolution of any concerns identified during that evaluation with regard to the awarding of academic credit, program length, or tuition, and shall require that an institution remedy any deficiency in this regard by a date certain but not to exceed two years from the date of the action identifying the deficiency.

Commission Action for Systematic Noncompliance. In addition to taking appropriate action related to the institution's compliance with the Federal Compliance Requirements, the Commission shall notify the Secretary of Education if, following any review process identified above or through any other mechanism, the Commission finds systematic noncompliance with the Commission's policies in this section regarding the awarding of academic credit.

The Commission shall understand systematic noncompliance to mean that an institution lacks policies to determine the appropriate awarding of academic credit or that there is an awarding by an institution of institutional credit across multiple programs or divisions or affecting significant numbers of students not in conformity with the policies established by the institution or with commonly accepted practices in higher education.

Explanation of This Requirement

HLC's intent is (1) to review an institution's policies regarding the award of credit; (2) to determine whether the institution follows those policies in practice; and (3) to determine whether the allocation of credit by the institution is in keeping with the federal definition of the credit hour and whether an institution with courses in alternative formats has and follows policies that are consistent with commonly accepted practice in higher education in the United States.

Institutions should make sure that they have a policy at the institutional or departmental level that explains how credit hours are allocated to courses and programs. The policy should be in writing and take into account the federal definition of the credit hour, as well as commonly accepted practice in higher education. Such policies are typically expected to distinguish the various levels of learning that the institution offers, such as graduate and undergraduate, and may distinguish among departments or disciplines. An institution's policy should take into account such matters as practica, clinical rotations, compressed terms and distance delivery.

Institutions with fairly standard semester or quarter systems and credit hour allocations are likely to find that looking at their policy on credit hours, catalog and sample syllabi is the easiest approach to documenting compliance. However, institutions that provide instruction through online, alternative, compressed or other formats should also have policies that expressly address how that learning is determined, organized and evaluated, and how the institution goes about determining instructional equivalencies. Such institutions should consider incorporating learning objectives and actual student outcomes in allocating credit hour values.

The institution should be able to demonstrate that it assigns credit hours to courses following institutional policy in a reasonable and systematic way, taking into consideration the instructional time provided to students and the calendar format. Degree programs should have overall credit hour requirements. These credit hour assignments and degree program requirements should fit within the current range of good practice in higher education.

In addition, the institution should set tuition consistently across degree programs. If tuition differs for a particular program or programs, the institution should be able to justify that difference based on costs for offering that degree, the length of the program, or the objectives of the program.

Should the institution plan to make any significant change to credit hour assignments or degree program requirements, the institution is required to seek HLC approval prior to making that change. The institution should review the application for approval of a substantive change in clock or credit hours on HLC's website for more information.

Related HLC Requirements:
Core Components 3.A., Assumed Practice B.1.

Institutional Records of Student Complaints

Policy Number FDCR.A.10.030

An institution shall make available an account of the student complaints it has received, its processing of those complaints, and how that processing comports with the institution's policies and procedures on the handling of grievances or complaints.

Explanation of This Requirement

The institution is free to design a complaint-tracking process that best fits its needs. Whatever approach the institution takes, the institution should show that it has in a timely manner received, tracked and processed student complaints filed since the last comprehensive evaluation or other evaluation in which HLC formally reviewed the institution's Federal Compliance information (e.g., a show-cause evaluation, certain advisory visits, etc.).

Moreover, the institution should be able to demonstrate that it identifies and learns from the information provided in student complaints. The institution and team may also receive student complaints filed with HLC prior to the evaluation visit.

Related HLC Requirements:
Core Component 2.A; Assumed Practices A.3, A.4.

Publication of Transfer Policies

Policy Number FDCR.A.10.040

Each institution shall determine its own policies and procedures for accepting transfer credits, including credits from accredited and non-accredited institutions, from foreign institutions, and from institutions that grant credit for experiential learning and for non-traditional adult learner programs in conformity with any expectations in the Commission's Assumed Practices. An institution's periodic review of its transfer policies and procedures should include evaluation of their clarity to those who administer them, to the students who follow them, and to employers and other stakeholders. It should also include the consistency of their interpretation and application throughout the institution, as well as their responsiveness to new types of learning opportunities outside institutions of higher education.

An institution shall demonstrate that it has transfer policies that are publicly disclosed and that such policies include a statement of criteria established by the institution regarding

transfer of credit earned at another institution. An institution shall also demonstrate that it publishes a list of institutions or programs with which the institution has established articulation agreements to receive and send credit.

Explanation of This Requirement

The institution must disclose its transfer policies to students and to the public. Its policies should contain information about the criteria the institution uses to make transfer of credit decisions. The institution must also list information about its articulation agreements with other institutions. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under HLC review (1) accepts credits from the other institution(s) through the articulation agreement; (2) sends credits to the other institution(s) through the articulation agreement; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.).

In addition, its transfer policies must also meet the requirements for the description of transfer policies outlined in 34 CFR §668.43(a)(11) of the Code of Federal Regulations, which is reproduced here for reference:

(11) A description of the transfer of credit policies established by the institution which must include a statement of the institution's current transfer of credit policies that includes, at a minimum—

(i) Any established criteria the institution uses regarding the transfer of credit earned at another institution; and

(ii) A list of institutions with which the institution has established an articulation agreement.

Related HLC Requirements:
Core Component 2.A; Assumed Practice A.5.D.

Practices for Verification of Student Identity

Policy Number FDCR.A.10.050

An institution offering distance education or correspondence education, as specified in the federal definitions reproduced herein solely for reference, shall have processes through which the institution establishes that the student who registers in the distance education or correspondence education courses or programs is the same student who participates in and completes and receives the academic credit.

Definitions:

Distance education/course means education that uses one or more of the {following} technologies (i) to deliver instruction to students who are separated from the instructor: and (ii) to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously. The technologies used may include: (i) the internet; (ii) one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) audioconferencing; or (iv) videocassettes, DVDs, and CD-Roms, if the videocassettes, DVDs or CD-Roms are used in conjunction with any of the technologies listed in clauses (i) through (iii).

Correspondence education/course means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. (2) Interaction between the instructor and the student is not regular and substantive, and is primarily initiated by the student. (3) Correspondence courses are typically self-paced. (4) Correspondence education is not distance education. 34CFR 602.3 (11/1/2010)

Institutional Practices. In verifying the identify of students who participate in class or coursework the institution may make use of a variety of methods at the option of the institution, including but not limited to: (1) secure login and pass code; (2) proctored examinations; and (3) new or other technologies and practices that are effective in verifying the identity of students. Such methods must have reasonable and appropriate safeguards to protect student privacy. Institutions must notify students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity such as separate fees charged by proctoring services, etc.

Commission Review. The Commission will review an institution's student identity verification protocols when an institution requests permission to add programs in distance delivery as well as during a comprehensive evaluation. The Commission will also require that institutions submit information about student identity verification protocols on the Commission's Institutional Update.

Explanation of This Requirement

Institutions must verify the identity of students who participate in courses or programs provided through distance or correspondence education. The institution may use a variety of approaches to verify student identity, such as those mentioned in the policy. Additionally, if the method by which the institution verifies student identity will incur a cost to the student (such as a fee for a proctored exam), the institution must disclose that cost to the student at the time of registration or enrollment. The institution must also demonstrate that it is making reasonable efforts to protect student privacy in verifying student identity.

Note that the definitions of distance and correspondence education for the purpose of verifying student identity are the federal definitions and are quoted in the HLC policy for reference.

Related HLC Requirement:
Core Component 2.A.

Title IV Program Responsibilities

Policy Number FDCR.A.10.060

An institution shall demonstrate that it complies if required with the Title IV program responsibility requirements of the Higher Education Reauthorization Act as most recently amended. Therefore, institutions will provide for Commission review any documents concerning the institution's program responsibilities under Title IV of the Act, including any results of financial or compliance audits and program reviews, audits reports by the Office of Inspector General of the U.S. Department of Education, and any other information related to its fulfillment of its Title IV responsibilities.

Default rate. An institution shall make reasonable efforts to ensure that its students do not take on excessive debt either through federal or private loans. An institution shall also demonstrate that it is appropriately fulfilling its Title IV responsibilities to manage its student loan program, to minimize student default on such loans, and to provide accurate information to the U.S. Department of Education when required in conjunction with its loan program. Therefore, an institution will submit to the Commission information about its participation in federal and private loan programs as well as its three-year Title IV default rates and any default reduction plans provided to the U.S. Department of Education.

Explanation of This Requirement

The institution is expected to provide HLC with information regarding each of the components listed below:

1. General Program Responsibilities
2. Financial Responsibility Requirements
3. Default Rates
4. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures
5. Student Right to Know/Equity in Athletics
6. Satisfactory Academic Progress and Attendance Policies
7. Contractual Relationships
8. Consortial Relationships

The institutional staff members compiling this information should work with the financial aid office and the chief financial officer or comptroller.

Required Information for Students and the Public

Policy Number FDCR.A.10.070—Public Information

Required Information for Students and the Public

An institution demonstrates that it makes available to students and the public fair, accurate and complete information in catalogs, student handbooks, and other publications that include, at a minimum, information about the institution's calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

Explanation of This Requirement

Institutions should disclose certain information to students and members of the public in publications that are readily available to these constituents and in clear language.

Related HLC Requirements:
Core Component 2.A, 2.B; Assumed Practice A.5.

Advertising and Recruitment Materials and Other Public Information

Policy Number FDCR.A.10.070—Public Information

Advertising and Recruiting Materials and Other Public Information

An institution's public information including its advertising and recruiting materials shall evidence the same fairness and accuracy the Commission expects in an institution's catalog and other documents for students.

Disclosure of Affiliation Status

If the institution chooses to reference its accreditation status in advertising and recruiting materials or other document or location, that disclosure will accurately explain its status with the Commission and the academic programs, locations and other institutional activities included in its accreditation.

It will accompany that reference with information on how to contact the Commission. It shall provide the Commission's address and telephone number or it may use the Commission's website address in lieu of this information. Electronic materials shall use the Commission's collective membership mark.

The Commission reserves the right to issue a public statement or Public Disclosure Notice (PDN) correcting any incorrect or misleading information the Commission determines that an institution has publicized about its accreditation status, recent actions by the Commission or other information.

Explanation of This Requirement

An institution must provide clear and accurate information in its advertising and recruiting materials, including information about its relationship with HLC and other accrediting agencies. In any place where the institution discloses its relationship with HLC, the institution must also provide contact information for HLC. Institutions must use HLC's Mark of Affiliation in at least one place on their websites.

Related HLC Requirements:
Core Component 2.B; Assumed Practice A.5, A.7.

Review of Student Outcome Data

Policy Number FDCR.A.10.080

An institution shall demonstrate that, wherever applicable to its programs, its consideration of outcome data in evaluating the success of its students and its programs includes course completion, job placement, and licensing examination information.

Explanation of This Requirement

Institutions must demonstrate that they collect and review information about how students perform in courses in a program and whether, subsequent to the successful completion of the program, students are able to obtain employment in the field in which they studied or pass required licensing exams. Institutions must also demonstrate that they use this information to determine whether they are successful in meeting their missions and educational objectives.

Related HLC Requirements:
Core Components 4A–C; Assumed Practice C.6., C.7.

Publication of Student Outcome Data

Policy Number FDCR.A.10.070

Information about Student Achievement

An institution's information for students and the public shall include information regarding student achievement. This information shall include student retention rates, completion rates or other information appropriate for the mission of the institution and its goals for students.

Explanation of This Requirement

In fulfillment of the Council for Higher Education Accreditation's (CHEA's) standard of accountability for accrediting organizations, HLC requires its affiliated institutions to demonstrate that they make student outcome data easily accessible to the public. These data should be made through the institution's website and should be clearly labeled as such. Any technical terms in the data should be defined, and any necessary information on the method used to compile the data should be included. Data may be provided at the institutional or department level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

Standing With State and Other Accrediting Agencies

Policy Number FDCR.A.10.090

An institution has a responsibility to remain in good standing with each state in which it is authorized or licensed as well as with any other institutional or programmatic accrediting agency recognized by the U.S. Department of Education by which it is accredited or pre-accredited up to the point that it voluntarily withdraws from such relationships. An institution shall fairly represent to the Commission and to the public its history or current or previous status with other institutional or programmatic accrediting bodies and with each state in which it is authorized or licensed.

An institution shall disclose to the Commission any pending or final state actions that affects the institution's legal status or authority to grant degrees or offer programs and any pending or final actions by an accrediting agency to withdraw accredited or pre-accredited status, impose a sanction or deny an application for such status. Such disclosure shall take place at the time of the action by the other entity and on the Commission's Institutional Update as well as in preparation for a comprehensive evaluation by the Commission.

Commission Review. If another such accrediting agency or if a state has taken any of these actions, the Commission will undertake a prompt review of the institution and the related action.

With regard to an applying institution, the Commission, through its decision-making processes and subject to the limitations in the Eligibility Requirements, will carefully weigh these matters in reaching its own decision to grant candidacy or accreditation. If it chooses to grant candidacy or initial accreditation to such an institution, it will provide the Secretary of Education a written explanation of why that action is appropriate within thirty days of taking the action.

With regard to an accredited institution, the Commission will determine whether additional review or Commission action, including sanction or withdrawal of accreditation, is appropriate. The Commission may undertake its review in any way provided for in Commission policy.

Explanation of This Requirement

An institution must disclose to HLC its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. Information about those relationships should inform HLC reviewers in evaluating the institution's capacity to meet the Criteria for Accreditation.

Related HLC Requirements:
Core Component 2.B, Assumed Practice A.7, C.4.

Public Notification of Opportunity to Comment

Policy Number FDCR.A.10.070—Public Information

Public Notification of Opportunity to Comment

The Commission shall seek comment from third parties about institutions being evaluated for accreditation or candidacy. As part of the comprehensive evaluation, institutions shall publicize the forthcoming evaluation in accordance with established Commission procedures regarding content, dissemination, and timing.

Explanation of This Requirement

HLC seeks public comments on institutions as part of its comprehensive evaluations. The institution is responsible for publishing a notice about the visit to its constituents and instructing constituents that they can send comments to HLC. (See HLC's Procedure on Third-Party Comments.) HLC staff members will collect the comments and forward them to the leadership of the institution and the evaluation team. The comments are intended to encourage participation in the accreditation activity from multiple constituents and typically form only a basis for further inquiry about appropriate issues from the team. Decisions made by the team should rest on information gained from the visit itself.

Competency-Based Programs, Including Direct Assessment Programs, and Faculty-Student Engagement

Policy Number FDCR.A.10.020—Assignment of Credit Hours

See page 2 for policy text.

Explanation of This Requirement

On an ongoing basis, peer reviewers must verify for any competency-based education programs (including credit-based, direct assessment or hybrid programs) offered by an institution and previously approved by HLC that students and faculty communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about substantive matters such as core ideas, important theories, current knowledge, etc. In addition, peer reviewers must also verify that the credit hour equivalencies for these programs are appropriate, and credit hour information about these programs should be included on the Credit Hour Worksheet.

Additional guidelines for institutions interested in ensuring that competency-based education programs are eligible for Title IV are provided in the *Competency-Based Education Programs* application available from HLC's website.

The following pages include important Student Outcome Data like graduation rates, retention rates, transfer out rates, demographics, enrollment details and more. Before you dive in, please take a moment to familiarize yourself with the words you'll come across in many of the tables.

Here we go…

Unduplicated Enrollment: An unduplicated student headcount is the actual number of individual students enrolled. Each student is counted only once. Students may be enrolled in one or more courses in a term, but they are counted only once for the term or academic year.

Total FTE Students: Total FTE, or Total 'Full-Time Equivalent' students, are summed and derived from the college's 12-month enrollment survey. Students reported are those enrolled for credit in courses that can be applied toward a postsecondary degree, diploma, certificate, or any other formal award. The calculation takes the total number of unduplicated credits students earn and divides them by 24 credits [two semesters of 12 hours each] to arrive at a full-time equivalency figure ['FTE Student']. Some collections instead use 30 credit hours as full-time.

Full-time versus Part-time Enrollment Status: For most collections, depending on the definition, undergraduate students enrolled for 12 or more credit hours per semester (fall or spring) during the academic year are considered to be full-time students. Those with fewer than 12 credit hours per semester are considered to be part-time students.

IPEDS: The Integrated Postsecondary Education Data System (IPEDS) is a system of interrelated surveys conducted annually by the National Center for Education Statistics (NCES), a part of the Institute for Education Sciences within the United States Department of Education.

KHEER: The Kansas Higher Education Enrollment Report that is collected and managed by the Kansas Board of Regents (KBOR) data collections and institutional research team.

AY: This is the Academic Year, and it is comprised of a Summer term, a subsequent Fall term, and also a subsequent Spring term, and the year identified in the AY statement is the Spring year. Example: AY2016 is comprised of the Summer 2015, Fall 2015, and Spring 2016 semesters, collectively.

Student–to-Faculty Ratio: This is the number of students who attend a college or university divided by the number of teachers in the institution, expressed as a reduced and usually rounded to the nearest whole number ratio to one.

Retention Rate: This is the percentage of a college's selected grouping of students, such as first-time, first-year undergraduate students enrolled in the fall semester, who continue at that school the next term later (usually a year). Highland generally uses first-time, full-time, degree-seeking students in the fall semester who are still enrolled at Highland the following fall term the next year.

Persistence Rate: This is the percentage of a college's selected grouping of students, such as part-time students, enrolled in a given semester, who continue their education at any college or university the next term of interest (such as Fall-to-Fall, Next-term, or even two full years later).

Graduation Rate: This is the percentage of a college's selected grouping of students, such as those who entered that were first-time, first-year undergraduate students, who complete their program within the published time for the program (for a community college, usually two or three years) at the same college.

Transfer Rate: This is the percentage of the college's first-time, first-year undergraduate students who transfer to another college within 150% of the expected time for completion. For example, a student who is in a two-year degree program is counted as a transfer if the student enrolls at another college within three years of when they first entered, without graduating with a degree or certificate yet. For some collections, if a student transfers after graduating, they are still listed as a transfer (with degree/certificate).

Cohort: A group of people, usually with similar traits or something of interest in-common [example: possess a Pell Grant], banded together and treated as a group in the research or collection.

Student Success Index: A total reported percentage supplied by KBOR that includes the following percentages, all added together to form one index - Completed Home Institution, Completed System Institution, Completed Elsewhere, Retained at Current Institution Index, Retained at a Kansas System Institution Index, and Retained Elsewhere Index.

100%, 150%, or 200% Graduation Rates: Each percentage represents the amount of time compared to a traditional two-year period for a student to graduate from the community college with an Associate's degree. Hence, 100% would be the two-year time period, 150% would be a three-year time period, and 200% would be a four-year time period to graduate after entering. For one-year certificates, the amount of time would be different, as 100% would be one year, 150% would be 1.5 years, and 200% would be twice the original amount of time, or 2 years.

And now for the numbers…

Table 1. Unduplicated Total FTE Enrollment

AY2008	AY2009	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015
1681	1801	2301	2346	2150	2148	2078	2195

Source: IPEDS Feedback Reports, 2009 – 2016

Table 2. Unduplicated Full-time Fall Enrollment

FA2008	FA2009	FA2010	FA2011	FA2012	FA2013	FA2014	FA2015
1007	1399	1426	1294	1160	1178	1128	1201

Source: IPEDS Feedback Reports, 2009 – 2016

Table 3. Unduplicated Part-time Fall Enrollment

FA2008	FA2009	FA2010	FA2011	FA2012	FA2013	FA2014	FA2015
1839	2299	2224	1999	1877	2048	2089	2142

Source: IPEDS Feedback Reports, 2009 – 2016

Table 4. Enrollment by Age, All Students

AGE	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016
< 18	10.3%	10.4%	11.4%	13.7%	12.4%	15.3%	16.2%
18 - 19	24.8%	23.0%	23.8%	26.6%	27.6%	27.6%	26.5%
20 – 24	36.2%	36.2%	36.9%	34.0%	34.7%	34.7%	34.0%
25 – 44	23.0%	24.5%	22.6%	20.8%	20.4%	20.4%	18.9%
45 – 64	5.6%	5.7%	5.2%	4.9%	4.7%	4.7%	4.3%
65 +	0.1%	0.2%	0.2%	0.1%	0.1%	0.1%	0.2%

Source: KHEDS AY Collection Data – Institutional Profile Data

Table 5. Percentage Total Enrollment Profile, Most Recent KHEER Report, AY2016

High School Student	Freshmen	Sophomore
39.33%	**46.87%**	**39.33%**

Source: 2016 KHEER Enrollment Report, KBOR

Table 6. Percent of All Students Enrolled, By Race/Ethnicity who are Women

	FA2008	FA2009	FA2010	FA2011	FA2012	FA2013	FA2014	FA2015
White	86%	78%	51%	47%	84%	79%	78%	73%
Afr.Amer.	6%	6%	3%	2%	5%	6%	7%	8%
Hispanic	3%	2%	2%	1%	4%	4%	2%	4%
Unknown	2%	11%	43%	48%	2%	7%	6%	5%
Other	3%	3%	1%	2%	5%	4%	7%	10%

Source: IPEDS Feedback Reports, 2009 – 2016

Table 7. Student-to-Faculty Ratio: Fall Semesters, 2008 - 2015

FA2008	FA2009	FA2010	FA2011	FA2012	FA2013	FA2014	FA2015
13	13	14	13	14	14	15	15

Source: IPEDS Feedback Reports, 2009 – 2016

Table 8. Percent of All Students Receiving Pell Grants: 2008 - 2015

FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
28	24	27	34	30	28	27	27

Source: IPEDS Feedback Reports, 2009 – 2016

Table 9. Type of Grant Aid to Full-time, First-time, Degree-seeking Students [FY2008 – FY2015], Percentages, Total Grants

FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
90%	80%	88%	92%	82%	86%	86%	83%

Source: IPEDS Feedback Reports, 2009 – 2016

Table 10. Type of Grant Aid to Full-time, First-time, Degree-seeking Students [FY2008 – FY2015], Percentages, Federal Grants

FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
68%	43%	52%	67%	60%	56%	57%	57%

Source: IPEDS Feedback Reports, 2009 – 2016

Table 11. Type of Grant Aid to Full-time, First-time, Degree-seeking Students [FY2008 – FY2015], Percentages, Pell Grants

FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
47%	43%	52%	61%	60%	56%	56%	54%

Source: IPEDS Feedback Reports, 2009 – 2016

Table 12. Type of Grant Aid to Full-time, First-time, Degree-seeking Students [FY2008 – FY2015], Percentages, Institutional/State/Local Grants

FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
70%	73%	65%	67%	54%	58%	63%	62%

Source: IPEDS Feedback Reports, 2009 – 2016

Table 13. Retention Rates of First-time, Full-time, Degree-seeking Students [FY2008 – FY2015]

FA2008	FA2009	FA2010	FA2011	FA2012	FA2013	FA2014	FA2015
48%	49%	50%	53%	50%	56%	38%	37%

Source: IPEDS Feedback Reports, 2009 – 2016

Table 14. Retention Rates of First-time, Part-time, Degree-seeking Students [FY2008 – FY2015]

FA2008	FA2009	FA2010	FA2011	FA2012	FA2013	FA2014	FA2015
25%	26%	21%	35%	0%	19%	22%	22%

Source: IPEDS Feedback Reports, 2009 – 2016

Table 15. Graduation Rate Cohort as a Percent of All Full-time, First-time Undergraduates

FA2008	FA2009	FA2010	FA2011	FA2012	FA2013	FA2014	FA2015
15%	20%	20%	24%	25%	24%	27%	28%

Source: IPEDS Feedback Reports, 2009 – 2016

Table 16. Graduation Rate Cohort as a Percent of Total of All Entering Students

FA2008	FA2009	FA2010	FA2011	FA2012	FA2013	FA2014	FA2015
28%	29%	28%	31%	49%	43%	45%	42%

Source: IPEDS Feedback Reports, 2009 – 2016

Table 17. Graduation Rate, Overall

2005Cohort	2006Cohort	2007Cohort	2008Cohort	2009Cohort	2010Cohort	2011Cohort	2012Cohort
25%	29%	28%	24%	34%	32%	27%	28%

Source: IPEDS Feedback Reports, 2009 – 2016

Table 18. Transfer-Out Rate

2005Cohort	2006Cohort	2007Cohort	2008Cohort	2009Cohort	2010Cohort	2011Cohort	2012Cohort
58%	31%	25%	43%	22%	27%	38%	38%

Source: IPEDS Feedback Reports, 2009 – 2016

Table 19. Graduation Rates of Full-time, First-time, Degree-seeking Students, by Ethnicity

	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
White	31%	32%	33%	35%	36%	34%	33%	32%
Am. Ind.	43%	40%	35%	30%	26%	26%	25%	25%
Afr. Am.	3%	5%	6%	8%	9%	10%	10%	12%
Unknown	24%	23%	20%	18%	15%	14%	12%	13%
Others	1%	2%	5%	6%	6%	8%	10%	11%

Source: IPEDS Feedback Reports, 2009 – 2016

Table 20. Graduation Rates of Full-time, First-time, Degree-seeking Students, within 100%, 150%, or 200% to Completion

Time	2004 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
100%	24%	16%	28%	14%	18%	33%	25%	22%
150%	26%	25%	29%	18%	24%	34%	32%	27%
200%	30%	31%	31%	20%	25%	35%	34%	33%

Source: IPEDS Feedback Reports, 2009 – 2016

Table 21. Number of Degrees/Certificates Awarded

	AY2009	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016
Assoc. Degree	225	184	237	279	242	277	259	273
2 yrs plus Cert.	0	0	0	24	27	74	82	92
1 to 2 yrs Cert.	0	59	129	99	92	118	122	119
Less than 1 yr Cert.	0	4	253	224	319	255	232	274

Source: IPEDS Feedback Reports 2009 – 2016 and KHEDS AY Collection, 2014 – 2016

Table 22. Credit Hour Enrollment – Overall

AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016	AY2017
69,799	69,333	63,553	59,936	62,072	62,262	64,485	61,091

Source: HCC Reporting Services Summary Reports, 2010 – 2017

Table 23. Credit Hour Enrollment – Distant Education Courses including Online

AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016	AY2017
15,467	19,017	17,541	16,508	16,685	17,632	18,237	17,416

Source: HCC Reporting Services Summary Reports, 2010 – 2017

Table 24. Student Success Index – Completed Home Institution, System Institution, Elsewhere; Retained Home Index, System Institution, Elsewhere, as a Total Reported Percentage, (Placement out of 19 KS CC)

Cohort Yr 2008	Cohort Yr 2009	Cohort Yr 2010	Cohort Yr 2011	Cohort Yr 2012	Cohort Yr 2013	Cohort Yr 2014	Cohort Yr 2015
65.7% (2nd)	65.6% (3rd)	64.5% (3rd)	64.5% (3rd)	65.2% (2nd)	60.3% (3rd)		

Source: KHEDS AY Collection Data – Institutional Profile Data, 2011 – 2016

Table 25. Student Status, Full-time [AY2010 – AY2016]

AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016	AY2017
995	1023	926	852	874	846	887	

Source: KHEDS AY Collection Data – Institutional Profile Data, 2010 – 2016

Table 26. Student Status, Part-time [AY2010 – AY2016]

AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016	AY2017
4748	4764	4474	4084	4212	4338	4396	

Source: KHEDS AY Collection Data – Institutional Profile Data, 2010 – 2016

Table 27. Student Status, Residents [AY2010 – AY2016]

AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016	AY2017
5560	5607	5064	4628	4711	4800	4787	

Source: KHEDS AY Collection Data – Institutional Profile Data, 2010 – 2016

Table 28. Student Status, Female Percentage [AY2010 – AY2016]

AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016	AY2017
60.26%	61.79%	61.81%	60.95%	58.79%	59.90%	58.94%	

Source: KHEDS AY Collection Data – Institutional Profile Data, 2010 – 2016

Table 29. Student Age Distribution – Enrollment by Age

	AY2010	AY2011	AY2012	AY2013	AY2014	AY2015	AY2016
< 18	10.3%	10.4%	11.4%	13.7%	12.4%	15.3%	16.2%
18 – 24	61.0%	59.2%	60.7%	60.6%	62.3%	61.4%	60.5%
25 - 44	23.0%	24.5%	22.5%	20.7%	20.5%	18.8%	18.9%
45 +	5.7%	5.9%	5.4%	5.0%	4.8%	4.5%	4.5%

Source: KHEDS AY Collection, 2010 – 2016

Table 30. Total All Funds Audited Expenses

	FY2011	FY2012	FY2013	FY2014	FY2015
Instruction per FTE Student	$3101	$3583	$3840	$3605	$3463
Academic Support per FTE Student	$569	$606	$708	$989	$1318
Student Services /Activities per FTE Student	$864	$968	$1120	$1041	$1096
Institutional Support per FTE Student	$887	$931	$1099	$1446	$1662

Source: Independent Auditors Report: KHEDS AY Collection

Table 31. Percentage Completed or Transferred in Three Years, Full-time Students

2011	2013	2015	2016
67.84%	77.87%	74.34%	72.94%

Source: Select NCCBP Reports

Table 32. Fall-to-Fall Persistence Rates, Percentage, Full-time Students

2011	2013	2015	2016
67.84%	77.87%	74.34%	72.94%

Source: Select NCCBP Reports

Table 33. Next-term Persistence Rates, Percentage, Full-time Students

2011	2013	2015	2016
59.54%	56.84%	64.15%	65.15%

Source: Select NCCBP Reports

Table 34. Cumulative Percentage Graduation at 4-Year Colleges for HCC Transfers, 2011 Cohort

	In 1 Year	In 2 Years	In 3 Years	In 4 Years	In 5 Years	In 6 Years
Transfers With Between 30 and 60 Hrs	0.0%	8.5%	30%	43.0%	47.9%	46.6%
Transfers With More Than 60 Hrs	0.8%	18.2%	43.4%	53.0%	57.1%	57.5%

Source: NCCBP 2016 Report

Table 35. Completed Degree at HCC or Retained (Continuing) Rate

2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
23.7%	22.5%	29.4%	22.8%	22.7%	34.3%

Source: KHEDS AY Collection

Table 36. Started at HCC and Completed a Degree Anywhere Rate

2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
36.0%	37.3%	40.1%	42.4%	42.1%	39.9%

Source: KHEDS AY Collection

Table 37. 200% [4-Year] Graduation Rate

2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
30.8%	19.9%	25.3%	35.1%	33.7%	32.8%

Source: KHEDS AY Collection

Table 38. Academic Year 2016 Highland Technical Center and Western Technical Center Compiled Report

	Cont. Enrollees From Prev. Year	New Enrollees	Total Active Students	Total to Complete Year	% to Complete Year	Retention Rate Fall-To-Fall	Number Return Following Year
TOTAL	224	96	320	279	88.53%	43.44%	147

Source: Various Technical Center Reports, Academic Year 2016

Note: Data on each Technical program is maintained but not released publicly to preserve student privacy in those programs with low enrollment.

Table 39. Academic Year 2016 Highland Technical Center and Western Technical Center Compiled Report

	Number Graduates In Program	GE Finished On Time	Number Graduates Employed In Field	Number Employed Unrelated Field	Number Graduates Cont Ed	Number Graduates Unemployed/ Unknown	Placement Rate [Employment] excl. Cont Ed
TOTAL	139	133	88	14	25	12	81.29%

Source: Various Technical Center Reports, Academic Year 2016

Note: Data on each Technical program is maintained but not released publicly to preserve student privacy in those programs with low enrollment.

Table 40. Technical Education – Core Performance Indicators [1P1, 2P1]

Highland Community College	Number	Total	Technical Skill Attainment %	Number	Total	Credentials, Certificates Degree %
Actual Institution Performance – AY2016	135	145	93%	121	177	68%

Source: KSPSD Reporting System Perkins Core Indicators of Performance: Academic Year 2016 [1P1, 2P1]

Table 41. Technical Education – Core Performance Indicators [3P1, 4P1]

Highland Community College	Number	Total	Student Retention %	Number	Total	Student Placement %
Actual Institution Performance – AY2016	100	169	59%	143	177	81%

Source: KSPSD Reporting System Perkins Core Indicators of Performance: Academic Year 2016 [3P1, 4P1]

Reports and Student Outcome Data

Highland Community College provides publicly-available reports on its students, its employees, and its finances. These Reports may be accessed through the links below.

Student Reports:

The Reports found here include various student characteristics, graduation rates, success indicators, and more.

- Student Outcome Data from Various Sources
- Retention/Persistence/Graduation Metrics: Kansas Peer Institutions to Highland CC

- IPEDS Data Feedback Report 2011
- IPEDS Data Feedback Report 2012
- IPEDS Data Feedback Report 2013
- IPEDS Data Feedback Report 2014
- IPEDS Data Feedback Report 2015
- IPEDS Data Feedback Report 2016
- IPEDS Data Feedback Report 2017
- IPEDS Data Feedback Report 2018

- Gainful Employment Data

Federal Reports:

The Reports found here come from standard federal reports, which includes various on students and staff, transfer rates, retention rates, and more.

- Federal Report Summaries

Financial Reports:

The Reports found here include budget reports, financial reports, and more.

- Financial Reports

National Benchmarking Studies and Targets:

- National Community College Benchmark Project
- National Community College Benchmark Project 2017 Results

Other Reports:

The Reports found here include summaries of the College Employee Satisfaction Survey (CESS), HCC Campus Climate Survey, and student satisfaction surveys.

- Coming Soon

Reports and Student Outcome Data

What's New

Community

- Bookstore
- Wellness Center
- Yost Art Gallery
- Klinefelter Farm
- Highland Wine

HCC Leadership

- Board of Trustees
- Inauguration

Directory

Campus Map

Careers at HCC

Institutional Overview

- Accreditation
- Shared Performance Expectations
- Strategic Plan
- Reports and Student Outcome Data

Visit Us

From the multiple locations of Highland Community College, you can see anywhere and begin pursuing any dream you choose. At HCC you're an integral part of an ever-expanding group that believes anything is possible. It's our goal to help you get there, and it's up to you to begin the journey.

Schedule Tour

Contact

HIGHER LEARNING COMMISSION

FORM

Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review:

Please indicate who completed this worksheet:

- ☐ Evaluation team
- ☐ Federal Compliance reviewer

To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name:

☐ I confirm that the Evaluation Team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition
(See FCFI Questions 1–3 and Appendix A)

1. Complete the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours*. Submit the completed worksheet with this form.
    - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
        - Associate's degrees = 60 hours
        - Bachelor's degrees = 120 hours
        - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
    - Note that 1 quarter hour = 0.67 semester hour.
    - Any exceptions to this requirement must be explained and justified.
    - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:

    ☐ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

    ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

    ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

Institutional Records of Student Complaints
(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to by systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.

- Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
- Determine whether the institution has a process to review and resolve complaints in a timely manner.
- Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
- Advise the institution of any improvements that might be appropriate.
- Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☐ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.

   - Review the institution's transfer policies.
   - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.

- Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
- Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
- Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☐ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.

- Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
- Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☐ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
   - The team should verify that the following requirements are met:
     - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.
     - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
- **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
- **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs

Offered Through Consortial Arrangements on HLC's website for more information.)

- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
- Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
- If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
- If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity *(Core Components 2.A and 2.B)*.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

Required Information for Students and the Public

(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
    - Review the institution's disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC's web address.
    - Review the institution's disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
    - Review the institution's catalog, brochures, recruiting materials, website and information provided by the institution's advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
    - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

    ☐ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

    ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
    - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
    - Review the institution's explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

    ☐ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

    ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

    ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

Publication of Student Outcome Data
(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

    - Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
    - Determine whether the publication of these data accurately reflects the range of programs at the institution.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

    ☐ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

    ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

    ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies
(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

    The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

    Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action

(i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
- Verify that the institution's standing with state agencies and accrediting bodies is appropriately disclosed to students.
- Determine whether this information provides any indication about the institution's capacity to meet HLC's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☐ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

Public Notification of Opportunity to Comment
(FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

   Note: If the team has determined that any issues raised by third-party comments relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution's notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
- Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☐ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)
   - Review the list of direct assessment or competency-based programs offered by the institution.
   - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.

- Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☐ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Team Questionnaire

Higher Learning Commission

In order to make time at the Strategic Assessment Workshop as productive as possible, please briefly respond to the following questions ahead of the event. This information will help introduce the event facilitators with the assessment work currently being on your campus. **Due: June 11, 2018**

1. What is the current state of assessment on your campus? Try to describe not only the stage of development of the institution's assessment of student learning, but also at what levels (classroom, course, program/major, service, institution) assessment is occurring. Describe the extent to which assessment of learning is occurring in your campus's main functional areas outside the classroom.

   Our state of assessment is currently in flux. Our CE Visit was March 26-28 and although the report is still being finalized, we knew assessment was an area of weakness. Our report indicates that Criterion 4.B and 4.C were Met with Concerns and our visit team have assigned a Monitoring Report due 4/1/2020 that lays out a comprehensive assessment plan along with more clarity to the activities, tools, and timelines within that plan. Additionally we need to close the loop on our assessment activities and show evidence of decision-making informed by our assessment plan. We have some assessment activities that have been going on for 5 years and others which had only started this fall. This workshop along with several other happenings this summer will help us start the fall with a framework in place and a fresh, clear approach.

2. How are assessment activities organized or coordinated on your campus? Who (or what office) is responsible for coordinating assessment activity and data? Include in this response a description of what is done with assessment results.

   Academic Affairs coordinates assessment at Highland. Most assessment is coordinated by the Director of Institutional Research. Faculty academic standing committees oversee various components of assessment. The Vice President for Academic Affairs is responsible for the overall vision and leadership of assessment activities and also oversees General Education assessment. Co-curricular activity data has been collected by the Administrative Assistant to the VP for Student Services, though this may shift under the VPAA as the comprehensive assessment plan is designed and implemented.

3. What do you see as your essential current needs if assessment of student learning is going to grow and produce valuable improvements on your campus? What current practices seem to be producing good results?

   We have hired a consultant to help us design our comprehensive assessment plan over the summer and he has worked with the team in preparation for this HLC workshop. We are actually at a moment of needing to step back and create the framework before we determine which of our current activities to keep and which to change.

4. What specific results would you like from this workshop?

   Our team would like to work on a logic model of how assessment is supposed to work at Highland. Also a formal rationale and consensus on definitions of assessment and other key terms would be helpful. We will present the work we complete over the summer to the faculty at Fall In-Service and then hold several open forums to gather feedback. This workshop gives us the first chance to have our VPAA, Director of IR, and members of our Assessment Peer Corps at the table with assistance as we work on our framework and direction.

The Purpose of Assessment

We identify the following shared values with regards to the importance of assessment. We believe that assessment:

1. Is everyone's responsibility and provides the opportunity to self-assess and make improvements.
2. Gives us evidence about what we are achieving so we have good news to share.
3. Provides quality control and help us attain and maintain quality.
4. Guides the discovery of how well students are learning and how learning might be further enhanced as an integral part of the educational process.
5. Informs decisions to improve instruction in the short-term and long-term.
6. Should inform decision making and be aligned with strategic planning and budgeting.
7. Provides accountability and indicates to students, parents, taxpayers, and business and industry that we are producing high quality students.
8. Encourages the consideration of meaningful data that can fit everyone regardless of location, modality, general education, or career and technical.
9. Includes external benchmarking with similar institutions and internal comparison of progress toward our targets.
10. Is something we are required to do for outside entities as a core component of today's higher education conversation.

Key Definitions:

Assessment is the ongoing, systematic collection and analysis of data that is used to document the state of student learning relative to faculty-defined student learning outcomes and desired student educational achievement and which informs decisions that lead to the improvement of teaching and student learning.

Goals: These are the general aims or purposes of a program and its curriculum, stated in broad terms.

Learning Outcomes: Measurable statements that describe the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience. Includes Course Competencies (Course), Program Goals (Program), and Shared Performance Expectations (Institutional).

Outcomes: Measurable results.

Course Competencies: Knowledge, skills, or behavior that a student can perform or demonstrate.

Desired Student Educational Achievement: The expected level of student learning.

Program Assessment: Processes identified by faculty and staff members of an academic or non-academic program to measure identified outcomes as a result of participation in the program or service. The results of the assessments should be used to decide if changes are needed to improve the program or service.

Syllabus: A standardized document with the universal content and required competencies for a single course.

First Day Handout: A document created by an instructor for an individual course section that includes both standardized syllabus content and the policies and class schedule specific to that section.

Ultimate Goal:

Develop a comprehensive assessment plan that:

- conveys the institutional purpose of assessment at Highland
- defines the system of processes, tools and practices that must interact and align to achieve that purpose and
- defines the timelines, actions and procedures that will be in place to put assessment into action.

Defining Assessment and Updates Since HLC

Dr. Erin Shaw, VP for Academic Affairs
Dr. Jeff Hurn, Director of Institutional Research
August 17, 2018

Agenda

- HLC Findings Jigsaw Puzzle
- Updates Since HLC Visit
- Discussion of Shared Values of Assessment
- Next Steps

HLC Findings Jigsaw Puzzle

- Self-organize into Groups of 4
- Each group – separate the stapled packet into four sheets
- Each group member takes one sheet

- Take a few minutes and read your page

HLC Findings Jigsaw Puzzle, cont.

- Take turns reporting what you read to your group members
- Then discuss:
  - What questions arose?
  - What surprised you?

Updates Since HLC Visit

- VPAA & the Director of IR attended the National Community College Benchmarking Project Institute in April.
- We hired an assessment consultant.
- We reorganized an IT position to assist with data reporting.
- VPAA, the Director of IR, and four faculty (Assessment Peer Corps members attended the HLC Strategic Assessment Workshop.
- VPAA and Director of IR attended the Assessment by Design Workshop at Johnson County CC.
- Drafted definitions and a logic model for assessment

Discussion of Shared Values of Assessment

- 10 Shared Values drafted at HLC Workshop – now it's your turn!

- Turn to the marked page in your notebook
- Our Assessment Peer Corps members will assist around the room:
  - Eleanor Hensley
  - Pamela Fulbright
  - Michelle Hurn
  - Eric Ketchum

Discussion in Pairs

- Take a moment to read all 10 Shared Values on your own
- When you are ready turn to a partner behind you/in front of you and share your observations and chief insights

Discussion in Small Groups

- Turn in your chairs to form groups of 6 or 8

- In your group, someone write down a list of answers to these:

  - What stands out?
  - Why do you think a certain bullet deserves to be on the list?
  - What would you add or say differently?
  - What items made you think, “I second that! Right on!”

Discussion as Large Group

- Each group share one item from their collective list.
- Round Two: What else would you add or say differently?

Contribute to the Conversation

This discussion is not over! Be at the table as we move forward!

Thursday, August 30 - **3:00 p.m. to 4 p.m.**
LSU-A or on Zoom

Wednesday, September 5 - **2:30 p.m. to 3:30 p.m.**
Admin Conference Room or Zoom

Next Steps – Faculty Forums

At Faculty Forums we will:

- Discuss Definition of Assessment
- Overview of Logic Model Components
- Incorporate Your Feedback into Shared Values
- Share Draft Timelines of Who Does What by When

Next Steps – Assessment Model

- 1) **Stated learning outcomes** that cover all students in all disciplines
- 2) **Stated performance standards** for each outcome, which defines the expected level of learning for Highland students
- 3) A **systematic approach** to defining learning metrics and collecting and analyzing data to determine whether students are meeting the expected learning goals
- 4) A **formal process** to assure that the results of assessment are routinely used to make decisions that lead to improved levels of learning.

Next Steps, cont.

- Assessment should take place at the institutional, program and course levels.
- It should be as simple as possible and use processes that are repeatable.
- It should clearly support the continuous improvement of teaching and learning and drive student achievement to higher levels.

- I am confident we can get there together!
- Thank you for joining us on the journey!

HIGHLAND
COMMUNITY COLLEGE

Fall 2018 Faculty In-Service
August 17, 2018

All food and drinks will be in MS-3.

7:45 a.m.	**Breakfast**	MS-1
8:00 a.m.	**Welcome and New Faculty Introductions** (President Reist)	MS-1
8:30 a.m.	**Academic Affairs** (Erin Shaw)	MS-1
9:00 a.m.	**Code Switching in the College Classroom** (Cory Teubner & Xavia Dryden, Butler Community College)	MS-1
9:45 a.m.	**BREAK**	
10:00 a.m.	**Easy Does It: Simple Tools to Increase Student Engagement** (Cory Teubner & Xavia Dryden, Butler Community College)	MS-1
11:30 a.m.	**LUNCH and Faculty Voting**	MS-1
12:15 p.m.	**Trauma in Your Classroom** (Courtney Freeman)	MS-1
1:00 p.m.	**Defining Assessment** (Erin Shaw & Jeff Hurn)	MS-1
2:00 p.m.	**Discipline Breakouts**	
	English & Speech	CT-121
	Mathematics	CT-117
	Ag, Precision Ag, Biology, Chem, Physics, Health Science	MS-5
	Art, Graphic Design, Photography, Theatre, Music	CT-113
	Social Sciences/Business/Early Childhood	CT-104
	Career and Technical Education	MS-1

Criterion 4: Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Component 4.B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Core Component 4.C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Subcomponent 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Subcomponent 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.

Core Component 4.B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

HLC Visit Team Determination: Core Component is met with concerns

HLC Visit Team Comments: HCC's Instructional Council conducts regular Academic Program Reviews and has implemented a Program Review Recommendation form to focus on a program's strengths, weaknesses, and recommendations for improvement. While the program review forms describe how program learning goals and data are unique to HCC, they follow the KBOR program outcomes initiative. The program review data is primarily qualitative and narrative-driven with little quantifiable data; therefore, it does not allow for internal benchmarking nor external data comparisons.

HCC identifies degree requirements for the AA, AS, AGS, AGS in Human Services, and AAS degrees in the catalog and website. Each academic discipline identifies learning objectives in course syllabi, which follow a Master Course Outline.

HCC has identified a process for institutional general education assessment, including the establishment of eight general education learning outcomes. HCC has a one-page depiction of three levels of assessment at the institution which it calls a Comprehensive Assessment Plan.
However, the "plan" is simply a chart showing the types of assessments for the three levels of assessment rather than any comprehensive explanation of steps and processes.

The promising part of this assessment approach is that it incorporates a Curriculum Improvement Form, which will help "close the loop" on the collection and analysis of general education assessment data. The Plan-Do-Check-Act (PDCA) approach that has been documented from 2014-2017 as part of an embedded assessment, with a focus on Connections to Curriculum Improvements Report, is also promising and can be a significant catalyst for seeing the institutional assessment closing of the loop. However, at this point, the data collection process is still in its early stages, so that the utility of any of the little data collected at this point is not really existent. HCC is aware of this fact. The major concern is that at the end of an eight-year AQIP cycle, the assessment process should be further along and well beyond the planning and initial implementation stages. This highlights concerns that very little, if any, general education assessment has been occurring over an extended period of time.

Core Component 4.C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

HLC Visit Team Determination: Core Component is met with concerns

HCC has a Retention Plan which is housed in the college's intranet. These resources, while compiled for a robust approach to retention efforts, are quite dated. Most of the resources on the intranet are dated 2004. This indicates that either the retention efforts outlined here are ongoing but have not been updated in some time, or they are no longer utilized. Clarification on this initiative is needed.

HCC has an HCC Performance Report from 2016. This includes IPEDS data reports from 2011-16, posted on the HCC website. HCC's Community College Performance Report 2016 shows trends for 2010 through spring of 2016 for the following: increasing the number of degrees and certificates awarded; increase the percentage of graduates; increase the number of tech students earning a Kansas Certificate of Work Readiness; increase the number of students passing Fundamentals of Math; increase the first-attempt pass rate for NCLEX-RN; and increase the number of Tech Center students obtaining satisfactory ratings in HCC's Common Learning Outcome.

In 2017, HCC joined the National Community College Benchmark Project (NCCBP) which will enable it to address the need to establish benchmarks and compare with peers. Results for 2017 are available on the website under the Reports link, National Community College Benchmark Project. HCC was compared to its peer institutions, which included colleges from Kansas that participated in the NCCBP, randomly selected Midwest community colleges from neighboring states, and random peer group community colleges. HCC was in 23 different NCCBP "Best Reporters" Report categories, meaning it fell in the top 10 percentile for each one.

Gainful Employment Data are provided for 2017, including the following programs: Administrative Assistant, Automotive Technology, Auto Collision Repair, Construction Technology, Computer Support Technology, Diesel Technology, Electrical Technology, Engineering Graphics and Technologies, HVAC and Plumbing, Medical Office Assistant, Practical Nurse, and Welding Technology. The most recent (2016) overall placement rate for the institution is 81 percent.

Highland Community College has made a concerted effort since the Systems Appraisal was completed in 2017 to improve student learning assessment processes. However, the processes in place have yet to produce much direct evidence of student performance or any discernible internal benchmarks to determine if their efforts are making an impact on student learning. Though it does have indirect data which HCC does use; perhaps not as effectively as it could but it does collect and report on that data. Several pieces of potentially effective assessment processes have been created.

Student learning goals have been identified for all programs, for guaranteed transfer courses these are agreed upon through the KCOG process coordinated by KBOR and by the Technical Education Authority for CTE courses. The maintaining of specialized accreditation for a small number of academic programs is evident and aligns with state regulations, such as the Kansas State Board of Nursing. The few programs which do not have external standards have written their own outcomes based on best practice in their fields. General Education outcomes are determined by individual institutions in the state of Kansas.

Additionally, the institution developed common learning outcomes which were revised to become Shared Performance Expectations (SPE's). The SPEs are incorporated into the College's Strategic Plan, which helps create alignment with learning outcomes across the entire institution.

SHARED VALUES

We identify the following shared values with regards to the importance of assessment. We believe that assessment:

1. Is everyone's responsibility and provides the opportunity to self-assess and make improvements.

2. Gives us evidence about what we are achieving so we have good news to share.

3. Provides quality control and help us attain and maintain quality.

4. Guides the discovery of how well students are learning and how learning might be further enhanced as an integral part of the educational process.

5. Informs decisions to improve instruction in the short-term and long-term.

6. Should inform decision making and be aligned with strategic planning and budgeting.

7. Provides accountability and indicates to students, parents, taxpayers, and business and industry that we are producing high quality students.

8. Encourages the consideration of meaningful data that can fit everyone regardless of location, modality, general education, or career and technical.

9. Includes external benchmarking with similar institutions and internal comparison of progress toward our targets.

10. Is something we are required to do for outside entities as a core component of today's higher education conversation.

What stands out?

Why do you think a certain bullet deserves to be on the list?

What would you add or say differently?

"I second that! Right on!" popped in your head for which items?

HCC's Draft Definition of Assessment:

Assessment is the ongoing, systematic collection and analysis of data that is used to document the state of student learning relative to faculty-defined student learning outcomes and desired student educational achievement and which informs decisions that lead to the improvement of teaching and student learning.

Nine Questions Assessment can answer:

1. Are our students meeting our own standards?
2. Are our students meeting external standards?
3. How do our students compare to their peers overall?
4. How do our students compare to the best of their peers?
5. Are our students improving in the classroom?
6. Are our teaching and curricula improving?
7. Are our students doing as well as they can?
8. What are our students' relative strengths and weaknesses?
9. Are we getting the most for our investment (of both money and time)?

NOTES FROM IN-SERVICE SESSION

#8 – spending a lot of online presence regional concurrent – same courses need to be consistent so meaningful data needs to be defined so we can use that standardize what is being taught in each modality

Differences between GPAs – how do we know we're all teaching it the same way to make sure it can be compared

Word everything in simpler form

Code-switch to faculty for what they need to do

Too many things, narrow down to three and remaining subsets/bullets

(#8, #4, and #9) then subpoints rewritten (2 groups)

Divided priorities – what are we using assessment for and for who

#1, #4, #8, and #9 – narrowed down to those and effective assessment techniques

#7, #1, and #10

#1 was the most important

Simplification – esp #7 and #10, #1, #3, and #5 were great

Combine several #1/#4, #5/#6, #3/#7, #8/#9, inferred that is required to do – can eliminate #10 "ensures that we meet outside entities expectations"

Remove negative tones

#3 – literally how do we measure quality because it is so subjective

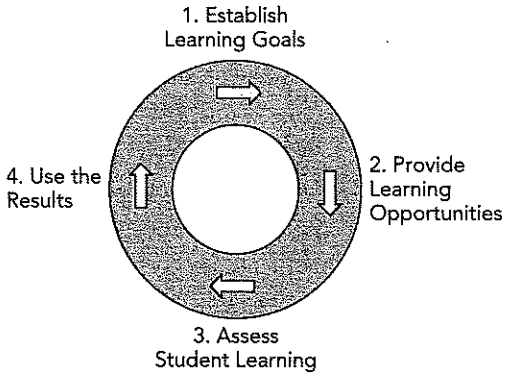
#3 maintaining higher standards instead of quality

Redundant – clear up duplication

#5 – liked it because it provides instructor feedback to improve

Simplify but don't become more vague, use caution as you cut

Figure 1.1: Teaching, Learning, and Assessment as a Continuous Four-Step Cycle



Comparing traditional and current approaches to assessment

Faculty have been assessing student learning for centuries, often through written and oral examinations. How do today's approaches to assessment differ from traditional approaches? Table 1.1 summarizes some key differences between traditional and contemporary ways of thinking about assessment.

Table 1.1: Traditional Versus Contemporary Ways of Thinking About Assessment

Traditional Approaches: Assessment is. . .	**Contemporary Approaches: Assessment is. . .**
Planned and implemented without consideration of learning goals, if any even exist	Carefully aligned with learning goals: The most important things we want students to learn (Chapter 4)
Often focused on memorized knowledge	Focused on thinking and performance skills (Chapter 4)
Often poor quality, simply because faculty and staff have had few formal opportunities to learn how to design and use effective assessment strategies and tools	Developed from research and best practices on teaching and assessment methodologies (Chapters 3 and 26)
Used only to assess and grade individual students, with decisions about changes to curricula and pedagogies often based on hunches and anecdotes rather than solid evidence	Used to improve teaching, learning, and student success as well as to assign grades and otherwise assess individual students (Chapters 6 and 26)
Used only in individual course sections; not connected to anything else	Viewed as part of an integrated, collaborative learning experience (Chapter 2)
Not used to tell the story of our successes; stories are told through anecdotes about star students rather than broader evidence from representative students	Used to tell our story: What makes our college or program distinctive and how successful we are in meeting societal and student needs (Chapter 25)

Assessment Peer Corps Meeting
Agenda
September 10, 2018

Review and discuss the following:

Post-Faculty Forum Shared Values

Glossary of assessment terms

Narrative descriptions of key terms in our assessment definition

Logic Model

Workflow draft

Committee meetings and next steps

SHARED VALUES

We identify the following shared values with regards to the importance of assessment. We believe that assessment:

- Is everyone's responsibility and provides the opportunity to self-assess and make improvements.
- Guides the discovery of how well students are learning and how learning might be further enhanced as an integral part of the educational process.
- Provides accountability to students, parents, taxpayers, and business and industry to attain and maintain high quality standards.
- Informs short and long-term decisions to improve instruction and aligns with HCC's strategic plan and budget.
- **Takes place at the course, program, and institutional level and** encourages the consideration of meaningful data that can fit everyone regardless of location, modality, general education, or career and technical.
- Includes external benchmarking with similar institutions, internal comparison of progress toward our targets, and compliance with requirements from outside entities.

HCC's Draft Definition of Assessment:

Assessment is the ongoing, systematic collection and analysis of data that is used to document the state of student learning relative to faculty-defined student learning outcomes and desired student educational achievement and which informs decisions that lead to the improvement of teaching and student learning.

SHARED VALUES

We identify the following shared values with regards to the importance of assessment. We believe that assessment:

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- Guides the discovery of how well students are learning and how learning might be further enhanced as an integral part of the educational process.

- Provides accountability to students, parents, taxpayers, and business and industry to attain and maintain high quality standards.

- Informs short and long-term decisions to improve instruction and aligns with HCC's strategic plan and budget.

- Takes place at the course, program, and institutional level and encourages the consideration of meaningful, measurable data that can fit everyone regardless of location, modality, general education, or career and technical.

- Includes the combination of external benchmarking with similar institutions, internal comparison of progress toward our targets, and compliance with requirements from outside entities.

HCC's Definition of Assessment:

Assessment is the ongoing, systematic collection and analysis of data that is used to document the state of student learning relative to faculty-defined learning outcomes and desired educational achievement and which informs decisions that lead to the improvement of teaching and student learning.

ASC Minutes
September 26th
3:30-4:30 PM

Pamela Fulbright offered to take minutes for the meeting.

Members present: Eleanor Hensley, Pamela Fulbright, Matt McElroy, Liton Hasan
AD Hoc Members present: Dr. Erin Shaw, VPAA and Dr. Jeff Hurn, Director IR

Members introduced themselves and shared how they spent their summer.

Eleanor handed out "The Ripple Effect of a Teacher" web, noting the things we do beyond teaching content.

Meeting times and dates were set for the remainder of the Fall. October 24, 3:30-4:30 PM and November 28, 3:30-4:30 PM.

Eleanor distributed the latest updated version of the Shared Values after being reviewed by other academic committees. ASC members agreed we would adopt the latest version with no corrections or additions.

Definition of Assessment- Dr. Shaw shared the latest definition of assessment.
Assessment is the ongoing, systematic collection and analysis of data that is used to document the state of student learning relative to faculty-defined learning outcomes and expected institutional achievements and which informs decisions that lead to the improvement of teaching, learning, student success.

Members shared their homework Mad Libs for the assigned key term from the assessment definition. Committee members shared their thoughts, and Dr. Shaw collected all the information. Liton asked questions about data. He offered to explore some instruments and samples of tools he had used at his previous institution. He will share them with Dr. Shaw.

Dr. Shaw then shared some key features of the Logic Model to include "Lemonade Stand" and how drafts could be created and sent out for working programs.

Eleanor closed the meeting asking the Committee members to please look over the Assessment Glossary of terms for any input or feedback before our next meeting which is scheduled for October 24 at 3:30 PM. Dr. Hurn asked that we come with our corrections remembering that there will or could be changes already made from other committees.

Assessment Committee Meeting Minutes September 21, 2018 YOST HALL

Attendees: Eric Ketchum, Dr. Jeff Hurn, Michelle Hurn, Carol White, Mary Bryant, Pamela Fulbright, Eleanor Hensley, Dr. Erin Shaw, Ethan Forsburg

Jeff opened up the meeting

Discussion about Assessment Matters Conference in April 2019. Jeff encouraged any committee members to attend that would be able. He also stated that he felt the school could/would pay for the funds to attend the conference if one or more felt they could go.

Shared Values: Reviewed what Assessment Peer Core developed, Eleanor reminded us that #5 needed to have the word "competency" added, so it will read, "course/competency"

Jeff again reiterated to all the members of the committee that Assessment should not be a burden, it should only be a tool that enhances one's teaching.

Committee reviewed the definition of Assessment and agreed that it was stated in completion.

The committee took on an activity of working with key terms from the assessment and started with "learning outcomes." Eleanor suggested that we find some agreement on what tools to use and agree on how to use them. She gave an excellent example of Blooms Taxonomy.

After discussion of above topics there was limited time for anything else in the meeting, Jeff suggested we use the same agenda for the next meeting which is scheduled for October 5, 2018; 3:00-4:00; Room: Yost Hall Zoom Room.

Respectively Submitted,

Pamela Fulbright

Instructional Council
9/26/2018

Introductions and Overview of Instructional Council

Review and discuss the following:

- Shared Values
- HCC's definition of assessment
- Narrative descriptions of key terms in our assessment definition

If time…

- Parts of the Assessment Logic Model
- Glossary of assessment terms
  - Program (HLC says degree, diploma, and certificate programs)
  - Program Goal
  - Program Level Assessment
- Audit of current assessment practices
- Scheduling next committee meetings

SHARED VALUES

We identify the following shared values with regards to the importance of assessment. We believe that assessment:

1. Is everyone's responsibility and provides the opportunity to self-assess and make improvements.

2. Guides the discovery of how well students are learning and how learning might be further enhanced as an integral part of the educational process.

3. Provides accountability to students, parents, taxpayers, and business and industry to attain and maintain high quality standards.

4. Informs short and long-term decisions to improve instruction and aligns with HCC's strategic plan and budget.

5. Takes place at the course/competency, program, and institutional level and encourages the consideration of meaningful, measurable data that can fit everyone regardless of location, modality, general education, or career and technical.

6. Includes the combination of external benchmarking with similar institutions, internal comparison of progress toward our targets, and compliance with requirements from outside entities.

HCC's Definition of Assessment:

Assessment is the ongoing, systematic collection and analysis of data that is used to document the state of student learning relative to faculty-defined learning outcomes and desired educational achievements and which informs decisions that lead to the improvement of teaching and student learning.

Review the shared values and definition of assessment.

a. Does our definition of assessment make sense to you?
b. Can you see the intent of the shared values represented in the definition of assessment?
c. Does it appear that if assessment were carried out as described, HCC faculty would likely achieve the purposes expressed in our shared values?

Review the definition of assessment. We think we have a solid working definition of assessment but here's your chance to speak up.

a. Is there anything important missing from our definition? If so, what is missing?

HCC's Definition of Assessment:

Assessment is the ongoing, systematic collection and analysis of data that is used to document the state of student learning relative to faculty-defined learning outcomes and desired educational achievement and which informs decisions that lead to the improvement of teaching and student learning.

ACTIVITY: What are the key terms or concepts in the definition?

a. Select a key term or concept from the definition of assessment and work through the questions below.
b. Then try the Mad Lib on the next page.

Key term: _____

Q1. What resources do we need or already have to enact the term or concept you selected?

Q2. What processes need to be in place to enact the term or concept you selected?

Q3. How would we know we succeeded at enacting the term or concept you selected?

Q4. What outcomes or effects would tell us we achieved the intent of the term you selected?

Assessment Mad Lib:

Assessment is (**insert key term**), which means (**insert a basic definition in your own words**). We can use (**insert resources we already have from Question 1**) and (**insert resources we need from Question 1**) to enact this concept. We can use these resources to carry out (**actions or processes that need to be in place from Question 2**) as part of our assessment model. We will know we have succeeded in enacting this concept when (**insert outputs from Question 3**). The results we hope to see in the short and long-term include (**insert outcomes from Question 4**).

Assessment is _____ which means _____

_____

_____

_____

We can use _____

_____ and

_____

_____ to enact this concept. We can use these resources to carry out _____

_____ as part of our assessment model. We will know we have succeeded in enacting this concept when _____

_____. The results we hope to see in the short and long-term include _____

_____

_____

_____.

You created a draft of a key term description for all of us to work with. Thanks!
If time, trade papers with someone else and write down any notes that you would add to help others understand the draft description of that key term.

We will compile all of these descriptions and give you another chance to review the collection and provide feedback. (If you want to try a few more descriptions, pick words in the shared values that most resonate with you and send your drafts to Jeff and Erin.)

It is up to all of us to confirm that these descriptions have enough detail that we are all able to identify:

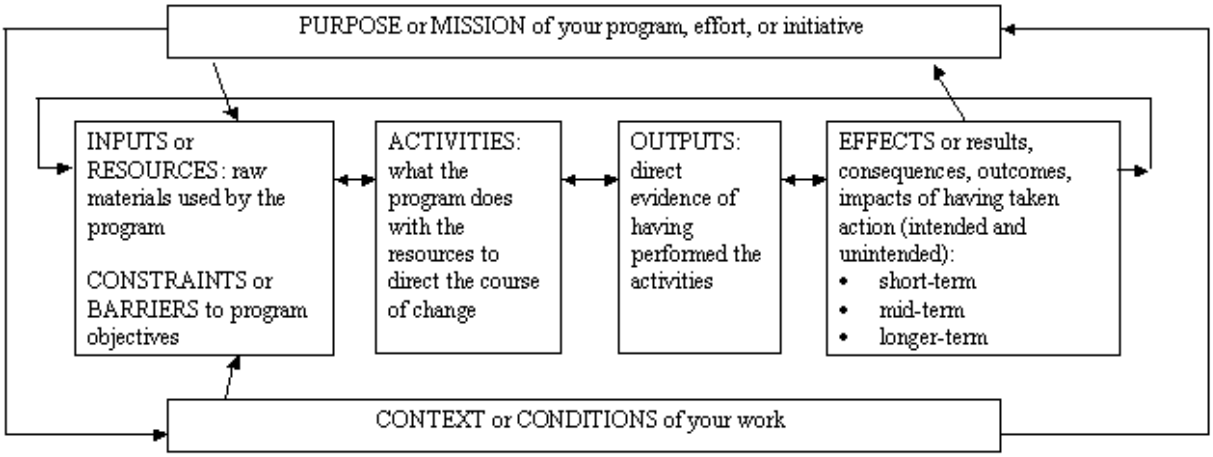
- the **overall context** of the key term or concept,
- the **specific processes or activities** necessary to achieve the intent of each attribute, and
- the **expected output** and **outcome of each attribute**.

Eventually this information all goes into our logic model.

Add key term descriptions to the logic model.

> Inputs/Resources, Activities/Processes, Outputs, and Outcomes/Effects should look familiar because they are the key parts.

Sometimes it helps to see someone else's logic model structure to help make sense of the idea. Where they use the word "program" below, think Comprehensive Assessment Program:



Here is the rough draft of our logic model.

SITUATION

From our HLC Visit, we have been called upon to develop a comprehensive assessment plan. At the same time, HCC faculty have the opportunity to define what assessment looks like at Highland.

Your Beginnings

ASSUMPTIONS

SHARED VALUES

We identify the following shared values with regards to the importance of assessment. We believe that assessment:

1) Is everyone's responsibility and provides the opportunity to self-assess and make improvements.

2) Guides the discovery of how well students are learning and how learning might be further enhanced as an integral part of the educational process.

3) Provides accountability to students, parents, taxpayers, and business and industry to attain and maintain high quality standards.

4) Informs short and long-term decisions to improve instruction and aligns with HCC's strategic plan and budget.

5) Takes place at the course, program, and institutional level and encourages the consideration of meaningful, measurable data that can fit everyone regardless of location, modality, general education, or career and technical.

6) Includes the combination of external benchmarking with similar institutions, internal comparison of progress toward our targets, and compliance with requirements from outside entities.

Your Planned Work

INPUTS/RESOURCES → **ACTIVITIES**

Your Intended Results

OUTPUTS → **OUTCOMES/EFFECTS**

Fill in the model with your answers to Q1-Q4.

Sample agenda with the items we need to discuss in the academic committees this month.
The following pages include questions and activities to help guide the discussions.

Committee Name
Date

Introductions/Ice Breaker

Review and discuss the following (in this order as time allows):

- Shared Values
- HCC's definition of assessment
- Narrative descriptions of key terms in our assessment definition
- Parts of the Assessment Logic Model
- Glossary of assessment terms
- Audit of current assessment practices
- Scheduling next committee meetings

SHARED VALUES

We identify the following shared values with regards to the importance of assessment. We believe that assessment:

- Is everyone's responsibility and provides the opportunity to self-assess and make improvements.

- Guides the discovery of how well students are learning and how learning might be further enhanced as an integral part of the educational process.

- Provides accountability to students, parents, taxpayers, and business and industry to attain and maintain high quality standards.

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- Includes the combination of external benchmarking with similar institutions, internal comparison of progress toward our targets, and compliance with requirements from outside entities.

Assessment is the ongoing, systematic collection and analysis of data that is used to document the state of student learning relative to faculty-defined learning outcomes and desired educational achievement and which informs decisions that lead to the improvement of teaching and student learning.

Sample Script for your use

We have finalized the shared values (see the agenda). These define WHY we commit to student assessment at Highland. These shared values establish the purpose of assessment and help us determine the best way to implement and practice assessment so we can assure ourselves that HOW we do assessment always reflects WHY we do it.

Through the summer, we started working on a "logic model" that helps us organize the ideas and concepts important to assessment in a structured format. This format helps us identify the inputs critical to sustaining assessment, the activities or processes that must be consistently carried out to achieve the aims of assessment, and the impact we want to create by doing assessment - both the short term outputs and long-term outcomes.

The next step in developing our comprehensive assessment model is to flesh out the meaning of our shared values and create a more detailed explanation of how we want the new model to operate. This step is essentially defining key terms which includes agreeing to the processes necessary to enacting out the meaning of those key terms.

Our working definition of our new assessment model is at the bottom of the agenda. This is certainly not carved in stone.

Review the shared values and definition of assessment.

a. Does our definition of assessment make sense to you?
b. Can you see the intent of the shared values represented in the definition of assessment?
c. Does it appear that if assessment were carried out as described, HCC faculty would likely achieve the purposes expressed in our shared values?

Review the definition of assessment. We think we have a solid working definition of assessment but here's your chance to speak up.

a. Is there anything important missing from our definition? If so, what is missing?

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Assessment is _____which means_____

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____as part of our assessment model. We will know we have succeeded in enacting this concept when _____

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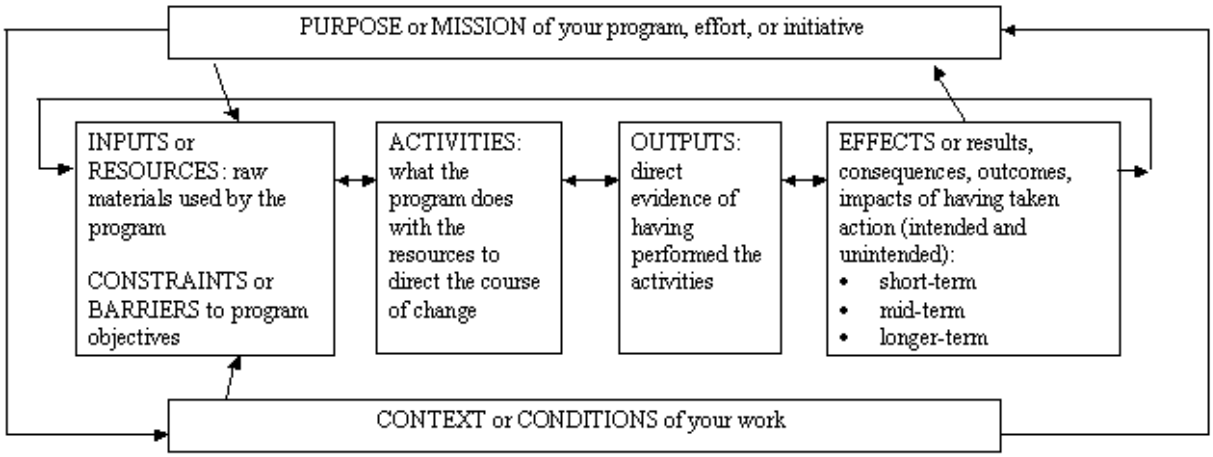

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6) Includes the combination of external benchmarking with similar institutions, internal comparison of progress toward our targets, and compliance with requirements from outside entities.

Your Planned Work

INPUTS/RESOURCES → **ACTIVITIES**

Your Intended Results

OUTPUTS → **OUTCOMES/EFFECTS**

Fill in the model with your answers to Q1-Q4.

If there is still time:

Review available drafts of the assessment glossary.

a. What revisions would you suggest?
b. Are there some key terms or concepts that we use in this committee that are not in this glossary yet?
c. What assessment-related words leave you feeling clueless or maybe a bit lost?

Consider the assessment practices that this committee oversaw in the past year(s). Work through the logic model questions for each assessment practice. (Someone take notes and send to Jeff and Erin!)

a. What resources did we have to carry out that assessment practice?
b. What resources did we need or wish for?
c. What processes were in place to carry out that assessment practice?
d. What processes did we need or wish for?
e. What direct evidence did we have that we had carried out the assessment practice?
f. How would we know we succeeded at carrying out that assessment practice? What did success look like?
g. What outcomes or effects would tell us we achieved the intent of that assessment practice?

For October, starting with APC and going through each committee:

Anything we didn't get to in September.

Review the compiled key term descriptions.

a. Are these more detailed definitions of key terms consistent with the overall narrative?

Are they all in the logic model?

If time, dissect each of these key term descriptions provided by Gene George (see below).

a. What resonates with us?
b. What would we say differently?
c. Based on these, what is still missing from our key term descriptions and logic model?

- Assessment is systematic, which means Highland's approach to assessment is formulated as a coherent body of ideas or principles that support a specific institutional purpose for assessment and which are enacted through a formal set of repeatable processes. The methods of assessment, including definition and measurement of outcomes, analysis of results and implementation of improvements are designed intentionally to achieve the stated purpose of assessment.

- Assessment is based on stated learning outcomes that cover all students in all disciplines. This is a requirement of general education assessment, which means that Highland faculty must define what a successful Highland learner "looks like" after 45 credit hours and through to a credential. What are the competencies they should possess? To what level or degree of ability? Every student, regardless of major or personal goal, is assessed across the disciplines on the same outcomes using common rubrics and procedures. Not all outcomes can be assessed in every discipline, and each discipline can assess aspects of outcomes most relevant to their curriculum. Across the institution, however, all facets of all outcomes are evaluated.

- Assessment is based on stated performance standards for each outcome, which defines the expected level of learning for Highland students. The outcomes state what is to be measured. The performance standards state the expected or ideal level of learning, or how well Highland students should be attaining intended outcomes. At all levels of assessment, student learning data must be aggregated and compared to a rubric or scale. This applies to course-level, program-level and institutional-level assessment. The rubric score is compared to the target or learning goal score, and the difference between the two determines what action needs to take place. If actual results fall short of the goal, improvement strategies must be pursued (through the PDCA model, for example) until the learning goal is achieved. If actual results exceed the goal, then faculty must decide either to raise the goal or retire it and identify a new goal for an area of learning that needs attention.

- Assessment uses a systematic approach to defining learning metrics and collecting and analyzing data to determine whether students are meeting the expected learning goals. A comprehensive assessment program requires a "backbone" of performance metrics at the institutional, program and course levels. Highland's learning metrics are produced by placing aggregated assessment data in an assessment rubric. The resulting score is the metric. The backbone of metrics runs from summative institutional Key Performance Indicators of learning to program-level and course-level metrics that measure attainment of general education outcomes as they relate to specific programs and courses. There can

be multiple learning KPIs, but each KPI must state an expected performance standard (sometimes called the performance target) and assessment at the program and course levels must be geared to measuring student learning relative to the KPI target and implementing improvements to close the gap between actual learning and the target.

- Assessment supports a formal process to assure the results of assessment are routinely used to make decisions that lead to improved levels of learning. This is the feedback loop of assessment. Highland's assessment model must include explicit, intentional processes that lead the faculty and administration into a formal review of assessment results at all levels of the college, identify key trends and patterns and define and enact improvement strategies. These decision-making processes must align assessment with strategic planning and institutional budgeting so that learning improvement strategies drive strategic goals and are properly resourced.

Highland Community College Shared Performance Expectations ['SPEs']

Revised On October 8, 2018 by the Assessment Peer Corps

Shared Performance Expectation #1

BE COMPETENT AT YOUR WORK: Know your area of work or study; consistently perform to expectations; use constructive feedback to improve.

SPE-1A Demonstrates knowledge of assignment and/or subject area.
SPE-1B Assignments, papers, projects, etc., meet or exceed teacher or supervisor expectations.
SPE-1C Feedback for improvement is received well and used to improve performance.
SPE-1D Uses basic technology appropriately.

Shared Performance Expectation #2

COMMUNICATE EFFECTIVELY: Demonstrate the ability to create and understand messages – in written, oral, or visual form. Please add any needed comments or explanation.

SPE-2A Expresses self clearly and effectively in manner that is appropriate to setting, audience and participants.
SPE-2B Uses professional/formal language.
SPE-2C Readily and accurately comprehends messages.

Shared Performance Expectation #3

RESPECT OTHERS: Show respect for other people and the environment; be open to perspectives different from your own; treat people and the environment with courtesy.

SPE-3A Demonstrates awareness of and willingness to consider others' points of view.
SPE-3B Treats others with empathy and courtesy.
SPE-3C Demonstrates respect for others' property, privacy and personal space.
SPE-3D Recognize and evaluate one's own intercultural sensitivity, awareness and attitudes.

DRAFT

Shared Performance Expectation #4

MAKE GOOD DECISIONS: Apply critical thinking processes – examine assumptions, gather relevant and reliable data and information; make decisions based on evidence.

SPE-4A Obtains sufficient relevant information before making decisions.
SPE-4B Recognizes and examines own assumptions and biases and those of others and/or source material.
SPE-4C Accurately anticipates results and consequences of decisions.
SPE-4D Understand and apply mathematical reasoning, solve problems, and draw conclusions based on data.
SPE-4E Locate, identify, and evaluate information from sources.
SPE-4F Make conclusions supported by the scientific method.

Shared Performance Expectation #5

ACT RESPONSIBLY: Within your role or roles at HCC, meet your commitments and be accountable for your own behavior and performance.

SPE-5A Arrives early enough to be in seat and ready to work at start of class.
SPE-5B Submits required homework, projects, papers, etc., on time and in satisfactory fashion.
SPE-5C Utilizes class time effectively to foster own learning and without interfering with others.

Shared Performance Expectation #6

WORK EFFECTIVELY IN TEAMS: Contribute productively - as a leader or a member of a team.

SPE-6A Contributes pertinent and reasonable ideas and suggestions.
SPE-6B Willingly accepts and fulfills tasks.
SPE-6C Attends and participates positively in team meetings or group activities.

DRAFT

Highland Community College Shared Performance Expectations ['SPEs']
PREVIOUS TO OCTOBER 2018 REVISION

Shared Performance Expectation #1

BE COMPETENT AT YOUR WORK: Know your area of work or study; consistently perform to expectations; use constructive feedback to improve.

SPE-1A Demonstrates knowledge of assignment and/or subject area.
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Shared Performance Expectation #2

COMMUNICATE EFFECTIVELY: Demonstrate the ability to create and understand messages – in written, oral, or visual form. Please add any needed comments or explanation.

SPE-2A Expresses self clearly and effectively in manner that is appropriate to setting, audience and participants.
SPE-2B Uses professional/formal language.
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Shared Performance Expectation #3

RESPECT OTHERS: Show respect for other people and the environment; be open to perspectives different from your own; treat people and the environment with courtesy.

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SPE-3C Demonstrates respect for others' property, privacy and personal space.

Shared Performance Expectation #4

MAKE GOOD DECISIONS: Apply critical thinking processes – examine assumptions, gather relevant and reliable data and information; make decisions based on evidence.

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SPE-6B Willingly accepts and fulfills tasks.
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DRAFT

Highland Community College General Education Outcomes Assessment
PREVIOUS TO OCTOBER 2018 COMBINATION WITH THE 'SPEs'

Oral and Written Communication

The ability to gather information appropriately to make effective oral presentation, and to write a clear purpose and a mastery of writing technique.

Computation, Quantitative Reasoning, and Data-driven Problem-solving

The ability to understand and apply mathematical reasoning to interpret information, solve non-routine problems, and draw valid conclusions based on data.

Technology and Information Literacy

The ability to locate, identify, and evaluate information from a variety of sources and to use basic technological functions as required in a discipline-specific context.

Cultural Diversity

The ability to recognize and evaluate one's own intercultural sensitivity, awareness and attitudes.

Critical Thinking

The ability to recognize and evaluate information, evidence, arguments, and theories and the contexts in which these are presented and to analyze different and competing perspectives.

Humanities

The ability to recognize and critique fine art and philosophical perspectives and to participate in the arts as a means of becoming more creative and of seeking life-long self-fulfillment.

Social Sciences

The ability to analyze and apply social science theory and research to describe, explain and predict human behavior, cultures, and interactions.

Natural and Physical Sciences

The ability to apply scientific methods, concepts, and theories to test hypotheses, conduct experimental procedures, and make conclusions supported by the results.

DRAFT

ASC Minutes
October 24th
3:30-4:30 PM

Those in attendance:
Eleanor Hensley, Chair
Pamela Fulbright
Laura Handke
Liton Hasan
Eric Ketchum
Dr. Erin Shaw- VPAA
Jeff Hurn- Institutional Research

Committee members were asked to bring suggested definitions for Targets (internal and external), Trend Data, MCO, and Logic Model. The terms were discussed and these were the agreed upon definitions:

External Benchmark: a description of a specific level of expected performance, score, percentage, or skill, usually based on sources outside the College, for comparison purposes nationally or regionally.

Internal Targets: a description of a specific level of expected performance, score, percentage, or skill, based on sources inside the College.

Trend Data: A pattern of gradual change or consistency in a condition, output, or process, or an average or general tendency of two or more data points over time, represented by visual evidence.

Logic Models: Tentative descriptions of the chain of causes and effects leading to an outcome of interest.

MCO- Master Course Outline- The Master Course Outline, developed by a lead instructor, is a guide for the execution of each course which guarantees the content is consistent across all delivery methods.

Erin added these definitions to the Assessment glossary

Review available drafts of the assessment glossary- after review the committee agreed they would like to see the term "peer review" added to the glossary.

Consider the assessment practices that this committee oversaw in the past year(s). Work through the logic model questions for each assessment practice.

Jeff explained and described the PDCA process for new faculty on the committee. The committee then responded to the questions from the logic model in regards to PDCA. Erin took these notes:

PDCA Project

a. **What resources did we have to carry out that assessment practice?**
   An annual project where faculty can test out an innovative teaching practice
   Committee peer review
   Budget funds for assisting instructors plan for innovation
   Dr. Hurn is well versed in PDCA and could assist (originally as faculty member)
   Faculty buy-in (almost universal)
   Committee members who followed up with each instructor with reminders and assistance
   Administrative support for those who needed an additional reminder

b. **What resources did we need or wish for?**
   Generic timeline of due dates (proposal in, results in)
   Ask about the lasting effects and evidence to support this
   Budget under VPAA specifically for teaching innovations
   Electronically fillable forms that collect
   All submissions must be typed
   Mention that this project could be selected as an outstanding example which could include a presentation to the Board of Trustees or President's Staff

c. **What processes were in place to carry out that assessment practice?**
   Form emailed during the first week from Director of IR
   Instructor submits to Director of IR
   Peer review for completion of 5 to 6 each
   Summarize each project into one or two sentences on the review form
   Instructors submit their results to Director of IR
   Compiled into packet then delivered to VPAA and President
   Continuation form for those who want to continue doing their innovation(?)

d. **What processes did we need or wish for?**
   Synopsis sentence(s) of what the instructor attempted and their results
   Peer review of whether they submitted results or not isn't enough – this should be a peer reviewed honor or constructive critique (VPAA opinion)
   Feedback loop needs revisiting (what decisions were based on this?)
   It needs to be tied to something
   Needs to be something measurable

e. **What direct evidence did we have that we had carried out the assessment practice?**

f. **How would we know we succeeded at carrying out that assessment practice? What did success look like?**

g. **What outcomes or effects would tell us we achieved the intent of that assessment practice?**

The committee members were only able to complete responses for a-d.

The agenda for the next ASC meeting was discussed briefly.

The next meeting will be Wednesday November 28th at 3:30 pm.

ASC Meeting Minutes
November 28, 2018
3:30-4:30 PM

Those in attendance: Eleanor Hensley, Pamela Fulbright, Liton Hasan, Eric Ketchum, Erin Shaw, and Jeff Hurn
Absent: Laura Handke, Matt McElroy

How did you spend Thanksgiving Break was the warm-up question.

Committee members reviewed the available draft of the assessment glossary, which was attached to the e-mail sent with the agenda and meeting reminder. Committee members discussed adding the term "norms". We discussed defining peer review.

We looked through the logic model questions for PDCA. We determined there is a need to ask faculty to include evidence that is more direct (measurable) when they submit the results of the PDCA. Erin also shared she is developing a template for electronic submission for the PDCA. She said starting in the Spring 2019 semester, the PDCA will be sent directly to the VPAA office, since it fulfills one of the requirements of the Master Contract. ASC will no longer collect and review the PDCA projects or results. Most of the committee members agreed this was a good idea.

Eleanor shared the direction ASC will be taking in the future. We will be overseeing the Master Course Outlines. Erin is developing a template for the MCO. We will focus on course level assessment and mapping competencies to SPEs and/or Program or General Education Learning Goals. Liton said he would share the MCO he developed while in Oklahoma.

Eleanor's summary of Fall 2018 activities
We have defined assessment, done narrative descriptions of the key terms in the definition of assessment, established and agreed upon shared values for assessment, and developed a glossary of assessment terms. We have used the logic model to dissect each component of the faculty involved portion of assessment.

Highland Community College Mission Statement

Highland Community College, the first college in Kansas, provides lifelong learning opportunities and contributes to economic development to enhance the quality of life in the communities we serve. The College also exists to serve each student. It provides educational leadership to help each individual become a well-informed, responsible citizen and a productive member of society.

HCC Assessment Committee

Fall 2018 Agenda : Friday, November 2, 2018 ; 3:00 – 4:00 pm; Room: Yost Hall Zoom Room – Upper floor Yost Hall, Highland

Committee Membership – Pamela Fulbright [Faculty Co-Chairperson], Eleanor Hensley, Sam Perkins, Michelle Hurn, Eric Ketchum, Ethan Forsberg, Carol White, Mary Bryant, Kristin Woodruff, Alexis Clements, Jeff Hurn [Co-Chairperson]

NOTE: The Assessment Peer Corps [APC] is: Pamela Fulbright, Eleanor Hensley, Michelle Hurn, Eric Ketchum, Ethan Forsberg, Jeff Hurn

For the Assessment Committee meeting, those of you who wish to connect by ZOOM please use http://highlandcc.zoom.us/my/yostlab

AGENDA:

1. **Welcome, introductions, and approval of Agenda – additions/changes?**
2. **Review/reaction/feedback – HCC Shared Performance Expectations [SPEs] revised in early October to combine them with our General Education Outcome statements**
3. **Audit of current assessment practices – The Course Competency Assessment Form**
4. **Audit of current assessment practices – Embedded SPEs Assessment Form**
5. **Adjournment**

Upcoming Meetings of the Assessment Committee:

Friday, December 7, 2018 ; 3:00 – 4:00 pm; Room: Yost Hall Zoom Room

Friday, February 1, 2019; 3:00 – 4:00 pm; Room: Yost Hall Zoom Room
Friday, March 1, 2019; 3:00 – 4:00 pm; Room: Yost Hall Zoom Room
Friday, April 12, 2019; 3:00 – 4:00 pm; Room: Yost Hall Zoom Room
Friday, May 3, 2019; 3:00 – 4:00 pm; Room: Yost Hall Zoom Room

Reminder – Let me know! : The 'Assessment Matters Conference' at JCCC in Overland Park in KC is April 26, 2019

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Consider the assessment practices that this committee oversaw in the past year(s). Work through the logic model questions for each assessment practice.

TOPIC ONE: The Course Competency Assessment Form

a. What resources did we have to carry out that assessment practice?

b. What resources did we need or wish for?

c. What processes were in place to carry out that assessment practice?

d. What processes did we need or wish for?

e. What direct evidence did we have that we had carried out the assessment practice?

f. How would we know we succeeded at carrying out that assessment practice? What did success look like?

g. What outcomes or effects would tell us we achieved the intent of that assessment practice?

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Course Competency Assessment Form – DRAFT!!

Instructor Name:

Discipline/Program Taught:

Course Utilized:

STEP ONE: Choose a course competency, a way to measure it, and what semester you will submit it.

Competency chosen, written out / stated:

How will you measure this competency [list all ways; be specific]:

Semester/Year Chosen to turn in Assessment Materials [Circle/Highlight]:

FALL SPRING

[NOTE: This should be the opposite semester to your PDCA Project completion]

Please: When you have completed STEP ONE, Copy this part only and Paste it into an email labelled "Course Competency Assessment Form" to jhurn@highlandcc.edu during the first three weeks of the Fall semester. The Assessment Peer Corps will review it and provide feedback, where necessary.

STEP TWO: Supporting Aggregate Assessment Results of Student Learning for your Course Competency Assessment topic stated in Step One.

Submit aggregate results that serve as supportive evidence and answer the key question of whether or not your selected competency is being learned by most students in the course. Submit these results no later than the end of the semester you chose above.

Suggested results include the following items: exams, quizzes, project scoring sheets, or presentation rubric results; final examination results; demonstrations, performances, or speeches scoring sheets; student work-product from laboratory experiences/exercises or other course-support activities; course-embedded group project or field trip follow-up activity; pre-test / post-test results; instructor-filled-out skill "checklist" or applied skills test results; student's journals/summaries; evidence from a licensure or completion examination; graded article/textbook/book report results; synopsis of your observations from a class conversation or discussion; regular class assignment (often called 'homework' or 'in-class assignments') results; article/textbook reviews; capstone project results; interviews / feedback results; advisory council feedback results; employer/graduate survey results; and, in-class feedback results. There are, of course, many other possibilities.

STEP THREE – SUMMARY/RATING:

Summarize for us in a few sentences what you think that the data you are providing demonstrate about the competency you selected, including your personal reflection about the success level [Yes, No, or Inconclusive]. Fully explain what these results mean and what you have learned from focusing on this course competency in this way. *What would you do differently next time you taught this course (if nothing, state that as an alternative)?*

Complete the following (circle or otherwise indicate one):

Focusing on this "Course Competency Assessment" and the results I found were very advantageous:

1 Disagree Strongly
2 Disagree
3 Agree
4 Agree Strongly

Highland Community College Mission Statement

Highland Community College, the first college in Kansas, provides lifelong learning opportunities and contributes to economic development to enhance the quality of life in the communities we serve. The College also exists to serve each student. It provides educational leadership to help each individual become a well-informed, responsible citizen and a productive member of society.

TOPIC TWO: The Embedded SPEs Assessment Form

a. What resources did we have to carry out that assessment practice?

b. What resources did we need or wish for?

c. What processes were in place to carry out that assessment practice?

d. What processes did we need or wish for?

e. What direct evidence did we have that we had carried out the assessment practice?

f. How would we know we succeeded at carrying out that assessment practice? What did success look like?

g. What outcomes or effects would tell us we achieved the intent of that assessment practice?

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EMBEDDED SPEs ASSESSMENT FORM – DRAFT!!

Instructor Name:

Attach/include at least one assessment item to provide documentation of what was used for this Embedded SPEs Assessment item. *This should not be actual student work.* You should submit either blank item(s) where it's purpose is clear or an aggregate summary of your results. *Try to submit an item from a course you have not submitted recently.*

Course from which this submitted item originated:

Place a clear 'X' after ALL SPE SUB-CATEGORIES that your submitted, attached assessment materials address. Answer the following question: "For a student to be successful in this selected course, they would need to demonstrate which of these SPE Sub-categories?" Mark all that apply with an X:

#1 Be Competent at your Work

ITEM A: Demonstrates knowledge _____; ITEM B: Exceed teacher expectations_____;
ITEM C: Feedback received well _____ ITEM D: Uses basic technology _____.

#2 Communicate Effectively

ITEM A: Expresses clearly/appropriately_____; ITEM B: Professional/formal language_____;
ITEM C: Accurately comprehends messages_____.

#3 Respect Others

ITEM A: Consider others' view_____; ITEM B: Empathy/courtesy_____; ITEM C: Respect property/privacy_____;
ITEM D: Evaluate one's own cultural sensitivity/attitudes_____.

#4 Make Good Decisions

ITEM A: Obtains relevant information_____; ITEM B: Examines assumptions/biases_____;
ITEM C: Anticipates results/consequences_____
ITEM D: Mathematical reasoning, solve problems, conclusions based on data_____;
ITEM E: Evaluate information from sources_____; ITEM F: Make conclusions supported by the scientific method.

#5 Act Responsibly

ITEM A: Arrives early, ready_____; ITEM B: Submits required work_____; ITEM C: Utilizes class time_____.

#6 Work Effectively on Teams

ITEM A: Contributes ideas/suggestions_____; ITEM B: Accepts/fulfills tasks_____;
ITEM C: Attends, participates positively meetings/activities_____.

Explanation of what you marked with an 'X' [Optional] - Briefly explain any of what you have submitted here to give it context, if you think that would be helpful: (attach)

Please send this Form to the Assessment Committee by Final's Week of each academic semester you teach classes (choose a different course each time, please).

Instructional Council
10/23/2018

Audit of current assessment practices

Consider the assessment practices that this committee oversaw in the past year(s).
Program Review

a. What resources did we have to carry out that assessment practice?
   Box of data – lots of graphs, total credit hours, number enrolled for each courses that come under that program for usually 5 years, total credit hours by course so they can see which courses are producing the most credit hours, total credit hours by modality Highland, concurrent, regional by site, online; total sections and enrollments – how many and with what enrollments, breakdown of each of the four components Highland section counts and enrollments, concurrent section counts and enrollments, online section counts and enrollments, regional section counts and enrollments, C or better rates, pass rates compared to the whole college.

   Requests accepted for additional data from the program up for review.

   Adjunct email addresses and locations depending on the discipline. Highland email addresses only.

   Instructor knowledge

   Template to fill out that guides their review submission.

   Presentation 10-15 minutes that is flexible to allow those who prefer visual or verbal presentation than the write-up.

   Combination of written and verbal presentation is the key.

   Good examples of past reports

   Committee faculty representation but could use more

   Committee time

   Recommendation form with compiled comments

   Adjuncts themselves are a resource

   Supportive

   Curriculum Improvement Form asking about what they changed since the last program review

Examples of past year's to assist those going through

b. What resources did we need or wish for?

Employment data for general ed disciplines (DOL, etc.)

Moving beyond anecdotal data for where students end up (graduate, transfer, work)
Better instructions and expectations for faculty on what to do with box of data
Agreed upon standards from administration and the committee
Follow up and monitoring on program goals
Expectations from admin…is it just a suggestion or actual consequences?
If a budget, then could give money to actually carry out the recommendations. Incentives to help boost for immediate action.
Role of faculty members on the Council when they are going through Program Review (what should each person ask, clarification of the role, and expectations)
Clarification of the role of program goals (How do we support that? Do we collect evidence? Do we give recommendations on how they can be set, reached, simplified, etc.? A box of data from the faculty demonstrating evidence of meeting program learning goals?)
Definition of program goals vs program learning goals/outcomes

Definition of what a program is and who should go through program review

Ways to ease the anxiety of the process

c. What processes were in place to carry out that assessment practice?
Orientation meeting in mid-fall semester

Form that walked people through the steps

Box of data sent out in late November

Deadline of when things go out

Time frame for when review would be due (Data, Pre-Meeting, Written Documentation

Deadline a month in advance of presentation, Presentation in April, Meeting about Recommendations with VPAA)

Workshops on how to set program learning goals (limited success)

Recommendation forms are collected and compiled by a single person

d. What processes did we need or wish for?
Rough draft due dates to get initial review by Instructional Council

A way to separate out the evaluation of self vs program (use peer review, supportive steps and words, change impressions of intimidation, discuss with participants the point of program review and the chance to brag)

Assign IC members to follow up with the instructors going up for review – becomes your support team member who even sits with them when they present

Pull in Regional Directors in to assist with adjunct contact

Assistance and clarification on instructions

Follow up from administration in response to the recommendations

e. What direct evidence did we have that we had carried out the assessment practice?

Completed packet of paperwork

Recommendations forwarded to VPAA and President for signature

f. How would we know we succeeded at carrying out that assessment practice? What did success look like?

3 years later during next program review we have documented improvement

g. What outcomes or effects would tell us we achieved the intent of that assessment practice?

Discussion of Program Review (see Gene George's thoughts and questions below)

- We need a clearly stated purpose and defined performance standards in order for the program review process to produce systematic evaluation and improvement to programs. For example, defined performance standards for credit hour production, majors, completers, transfers, and student progress through courses.
- Faculty and administration need to agree on what a quality instructional program looks like
- The attributes of a quality program need to be defined in measurable terms.
- We need to start with a definition of guiding principles, essential elements that define expected results, and of metrics that demonstrate whether a program is meeting stated standards.
- How do we determine what goes into the box of data?
- What are faculty supposed to do with the data?
- How might the data we provide inform decisions that lead to program improvement?

Next meeting: Wednesday, November 28th at 2:30 p.m. in Yost Conference Room

Gene's "menu" of program review metrics:

- Faculty credentials and qualifications - a necessary component to a quality program, but of itself not sufficient to assure quality (think "input")
- Faculty/staff professional development (evidence of growth in ability, training, expertise) - again a necessary input but not sufficient to assure quality
- Program accreditation (whatever the top status ranking from the accrediting body is) - necessary, but still an input. Program accreditation is in indirect indicator of quality from a third party
- Compliance (with KBOR policies, HLC, institutional policies, industry standards) - an input to quality
- Curriculum (relevance, currency, alignment to program purpose and learning outcomes, logical sequencing of courses) - input
- Stated learning outcomes - an input but something super critical to measuring the quality of a program. A quality program has stated learning outcomes, has a process to maintain their relevance, currency and measurability; and can clearly demonstrate that the program curriculum provides students learning opportunities that, if mastered, lead to the stated outcomes
- Student learning - achievement of stated program learning outcomes is the core of a quality instructional program. **If all the above inputs are in place and functioning well, they should contribute to a learning environment in which students are learning the things the faculty want them to learn and are achieving at the level faculty have defined.**
- Student/other stakeholder satisfaction - feedback from those directly involved as beneficiaries of the program must be part of the review process. It provides good context for the hard-core data and helps build relationships
- Student persistence - a quality program assures that students start in the right place and move through the curriculum in a timely manner.
- Student retention - a quality program assures that students finish the programs they start
- Student completion - the whole purpose of a program…get the credential
- Student transfer - programs set up to transfer students should assure all qualified students make it to a 4-year school. Success in this area requires strong alignment between transfer programs and partnering transfer institutions
- Student job placement - same argument as with transfer, but for technical programs whose purpose is to prepare students for work.
- Other metrics that provide deeper insight into a program include credit hour production, declared majors, program costs and revenues.

These metrics can be put into a scorecard, trended and compared to institutional or external norms.

Highland Community College Instructional Council
Minutes for November 28, 2018

Attending:

Ron Adams	Irene Covert
Stacy Freeman	Shelley Smith
Sara Smith	Jane Zaccardi
Dr. Jeff Hurn	Eric Ketchum
Dr. Erin Shaw	Denise Peters

Dr. Shaw requested a volunteer to take written minutes that can be more organized that the notes that her and Eric complete.

Dr. Shaw reviewed the logic model items and notes from the previous meeting. The team spent time reviewing the program review audit notes. These items were recommended for adding/clarifying:
Part A: Add having the IR Director meet with department members to review box of data. Clarify what semester email addresses should be pulled for adjunct instructors.
Part B: None

Dr. Shaw shared ideas for realigning the program review process
Need to be proposed to Assessment Peer Corps first then to the assessment committees Faculty that are teaching in true programs (e.g. technical and AAS degrees) would go through as a program. General education divisions would go through together as a group of faculty. Ex. Natural and Physical Science. All involved faculty would establish Learning Goals for the entire division, which would demonstrate how goals can be met within any course in the discipline by any enrolling student. This would give data on the performance of a collection of students going through Natural and Physical Sciences instead of data by course or course sequence within a discipline. Could be more meaningful and cover all students. Discussion held. Group agreed this could be beneficial.

Dr. Shaw suggested that a technical review cycle is developed and managed by Atchison (Lucas & Amy) to serve Atchison and Baileyville faculty and their related technical programs.

The need to complete non-academic level program reviews was presented. These would be in the area of student services. A non-academic department is defined "as a set of services, functions or activities that supports or enhances academic programs." These departments are comprised of functional areas that do not produce credit hours. Dr. Shaw shared an example of Garden City CC's manual and questioned whether this group should be part of the process or not. Discussion held. Recommend that this group would not oversee the process, but could have representatives on their panel and work in alignment of processes.

Documents were shared that include examples of definitions to example assessment plans or process manuals developed by other schools. Shared and reviewed working HCC Document titled Assessment Glossary which is being finalized by APC. Discussion held about additional content needed. Division was suggested if we are going to begin using that language more.

Dr. Shaw presented items for discussion in the Spring. These included: Dig into current contents of the Box of Data and what else needs to be included and where does that data come from. Explore the format that the data goes to faculty. It is currently emailed as electronic files, could it be set up as

shared files. Clarify expectations for what we expect faculty to do with the data. Collect administrative perspective of program reviews and expectations for committee members. Update and document entire process step-by-step with specific details. Process map. Consider developing process into Moodle shell to walk through three-year process with support, training, and progress documentation.

Future meetings: 2:30-3:30 pm
January 30
February 27
March 27
April 24

Comprehensive Assessment Plan
Proposal

I believe we are ready to transition into the Design Phase of our Comprehensive Assessment Plan Redesign. The following pages represent the information that we have agreed upon as well as the external standards that we are held to. I have used this information to draft a proposed workflow that would allow us to "divide and conquer" the numerous design-related tasks this spring. Throughout the spring semester, there are still many discussions that need to be had regarding the details of assessment and especially the clarity and simplicity of our new assessment processes. Once we have something designed, we need to work through the process and document each step for both ourselves and our HLC report. Throughout the design process we must also consult with Student Services and Strategic Planning Council. If we agree on updated SPEs, we should hold a forum to gather feedback from faculty and staff before official adoption. I believe with everyone's help we can finalize the design by May and relaunch assessment at HCC in Fall 2019.

My proposed task lists provide a starting point for the tasks that must take place with support from the IR and Academic Affairs offices. As part of the "divide and conquer" strategy, I have divided the assessment tasks by committee. This doesn't mean that each committee is forever locked into the type of assessment they would be designing this spring but it gives us a direction. There are still so many discussions to be had as we design the future and at each step we need to review the Shared Values, Definition of Assessment, and HLC expectations to make sure we are in alignment.

Shared Values

We identify the following shared values with regards to the importance of assessment. We believe that assessment:

- Is everyone's responsibility and provides the opportunity to self-assess and make improvements.

- Guides the discovery of how well students are learning and how learning might be further enhanced as an integral part of the educational process.

- Provides accountability to students, parents, taxpayers, and business and industry to attain and maintain high quality standards.

- Informs short and long-term decisions to improve instruction and aligns with HCC's strategic plan and budget.

- Takes place at the course/competency, program, and institutional level and encourages the consideration of meaningful, measurable data that can fit everyone regardless of location, modality, general education, or career and technical.

- Includes the combination of external benchmarking with similar institutions, internal comparison of progress toward our targets, and compliance with requirements from outside entities.

HCC's Definition of Assessment

Assessment is the ongoing, systematic collection and analysis of data that is used to document the state of student learning relative to faculty-defined learning outcomes and expected institutional achievements and which informs decisions that lead to the improvement of teaching, learning, and student success.

HLC Site Visit Feedback

These are the comments we received from our site visit team that are germane to assessment as well as what we will be asked to address in our monitoring report due April 1, 2020.

4.B. includes the following comments:

- Demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
- Clearly stated goals for student learning.
- Effective processes for assessment
- Assesses achievement of the learning outcomes for curricular and co-curricular programs.
- Uses the information to improve student learning
- Reflects good practice
- Faculty and instructional staff participate

Add'l notes on visit team feedback:

- HCC lacks a comprehensive explanation of the steps and processes.
- Curriculum Improvement Form helps close the loop (Note: This has now been incorporated into PDCA Project Results Form)

4.C. includes the following comments:

- Has defined goals for retention, persistence, and completion
- Collects and analyzes data on retention, persistence, and completion
- Uses this information to make improvements
- Reflects good practice

Add'l notes on visit team feedback:

- Processes have yet to produce direct evidence of student performance
- Need internal benchmarks to determine if their efforts are making an impact on student learning
- The institution needs to demonstrate direct and indirect measures, benchmarks and targets, clear and systematic assessment processes, cycles and timelines for analysis and reporting.

In our monitoring report we are asked to:

- Show a clear, comprehensive assessment plan addressing course, program, and institutional assessment.
- Differentiate between indirect and direct assessments.
- Show alignment between components and the Strategic Plan.
- Include timelines and cycles for collecting, analyzing, and using data to make decisions.
- Design a practical and usable system.

HLC Guiding Values

"The Higher Learning Commission's Criteria for Accreditation reflect a set of guiding values. HLC articulates these guiding values so as to offer a better understanding of the Criteria and the intentions that underlie them." All are applicable (linked above) to Highland, assessment, and our accreditation but especially these Guiding Values listed below:

1. Focus on student learning

For the purpose of accreditation, the Higher Learning Commission regards the teaching mission of any institution as primary. Institutions will have other missions, such as research, health care and public service, and these other missions may have a shaping and highly valuable effect on the education that the institution provides. In the accreditation process, these missions should be recognized and considered in relation to the teaching mission.

A focus on student learning encompasses every aspect of students' experience at an institution: how they are recruited and admitted; costs they are charged and how they are supported by financial aid; how well they are informed and guided before and through their work at the institution; the breadth, depth, currency and relevance of the learning they are offered; their education through co-curricular offerings; the effectiveness of their programs; and what happens to them after they leave the institution.

4. A culture of continuous improvement

Continuous improvement is the alternative to stagnation. Minimum standards are necessary but far from sufficient to achieve acceptable quality in higher education, and the strongest institutions will stay strong through ongoing aspiration. HLC includes improvement as one of two major strands in all its pathways, the other being assurance that member institutions meet the Criteria and the Federal Requirements.

A process of assessment is essential to continuous improvement, and therefore a commitment to assessment should be deeply embedded in an institution's activities. Assessment applies not only to student learning and educational outcomes but to an institution's approach to improvement of institutional effectiveness.

For student learning, a commitment to assessment would mean assessment at the program level that proceeds from clear goals, involves faculty at all points in the process, and analyzes the assessment results; it would also mean that the institution improves its programs or ancillary services or other operations on the basis of those analyses. Institutions committed to improvement review their programs regularly and seek external judgment, advice or benchmarks in their assessments. Because in recent years the issues of persistence and completion have become central to public concern about higher education, the current Criteria direct attention to them as possible indicators of quality and foci for improvement, without prescribing either the measures or outcomes.

Innovation is an aspect of improvement and essential in a time of rapid change and challenge; through its Criteria and processes HLC seeks to support innovation for improvement in all facets of institutional practice.

5. Evidence-based institutional learning and self-presentation

Assessment and the processes an institution learns from should be well grounded in evidence. Statements of belief and intention have important roles in an institution's presentation of itself, but for the quality assurance function of accreditation, evidence is critical. Institutions should be able to select evidence based on their particular purposes and circumstances. At the same time, many of the Assumed Practices within the Criteria require certain specified evidence.

HLC Assumed Practices

"Foundational to the Criteria and Core Components is a set of practices shared by institutions of higher education in the United States. Unlike Criteria and Core Components, these Assumed Practices are (1) generally matters to be determined as facts, rather than matters requiring professional judgment and (2) unlikely to vary by institutional mission or context." All are applicable (linked above) to Highland, assessment, and our accreditation but especially these Assumed Practices listed below:

B. Teaching and Learning: Quality, Resources, and Support

2. Faculty Roles and Qualifications

d. Faculty participate substantially in:

a. oversight of the curriculum—its development and implementation, academic substance, currency, and relevance for internal and external constituencies;
b. assurance of consistency in the level and quality of instruction and in the expectations of student performance;
c. establishment of the academic qualifications for instructional personnel;
d. analysis of data and appropriate action on assessment of student learning and program completion.

C. Teaching and Learning: Evaluation and Improvement

6. Institutional data on assessment of student learning are accurate and address the full range of students who enroll.

HLC Criteria for Accreditation

"The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation." All are applicable (linked above) to Highland, assessment, and our accreditation but especially these Criteria listed below:

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

5.C. The institution engages in systematic and integrated planning.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Providing Evidence for the Criteria for Accreditation handout

Additional examples to consider as we move forward:

Lane Community College (Core Learning Outcomes, definitions, and web tools for faculty)

Red Rocks Community College (iLearn Program Review)

LaGuardia Community College case study

Juniata College case study

Assessment Committee

I would like this committee to work on the other area of our monitoring reports that we aren't even talking about. The Publication of Student Outcome Data and Review of Student Outcome Data monitoring reports include both the direct evidence we will have from the comprehensive assessment plan (eventually) AND the indirect measures on completion, persistence, and retention data that we already have but that needs attention. After drafting definitions, reports, and process cycles for indirect data, Assessment Committee can design the processes for reporting on the direct evidence of student learning generated from course, program, and institutional-level assessment so that once we have that data, we can easily share it. If our course and program-level assessment is comprehensive and systematic then it will feed into institutional-level assessment without having to design additional measures.

Spring Task List

- Assist Jeff with identifying, compiling, analyzing, and reporting on Student Outcome Data.
    - What data do we already have on hand and ready to post?
        - Of this data, chart out direct vs indirect?
    - What data do we still need? (Besides the direct evidence that will obviously not be collected until after our comprehensive assessment plan is launched.)
    - Are all data reports displayed in a way that is easily understandable to a student or parent?
    - Should anything be simplified? Should any data be removed from the Student Outcome Data page?
    - Are all terms used on the data reports defined in clear, plain words so that a student can understand the definition?
    - What conclusions, insights, or recommendations for improvement can be made based on this data?
    - It would be great to be able to publish the Technical Center's data along with the other Student Outcome Data reports. What are we still missing? Retrieve and send to Erin for posting.

- In consultation with Student Services' Retention Committee and the Director of Technical Education, arrive at agreed upon definitions for these three words that are officially adopted by Academic Affairs and Student Services as the number we will point to when asked what our retention, completion, and persistence is.
    - Retention
    - Completion
    - Persistence

- Identify internal baseline data for retention, persistence, and completion. (These should go on the SPC Dashboard.)

- Set goals for retention, persistence, and completion that are ambitious yet attainable.

- Write recommendations for improvement for review by the President's Staff.

- Explore the NCCBP-HLC Crosswalk and compile the data we do have for each criteria

- Look at additional reports and determine what data might be meaningful to compile and share

At this time, I would advocate for the cessation of the Student Evaluation of the SPEs. As we redefine our Shared Performance Expectations, it is the perfect time to also stop the prior assessment which ended up being more subjective than intended. The intention of this assessment was to identify student performance on each of these markers. However, without a common rubric, consistent sampling, and agreed upon definitions and standards the data is not as useful as we need. It would need to be reworked to fit in the new model and we may not need it if we properly design the other pieces. As part of our course and program-level assessment cycle, instructors will be mapping course competencies to the SPEs and new institutional-level assessment will be able to take place.

Instructional Council

Instructional Council would continue overseeing program-level assessment. I have confirmed with President Reist that the administrative expectation is that program faculty are reviewing the performance of students in their programs and thinking of ways to improve their programs, expand enrollment, etc. given our budget constraints. I have approval to remove the administrative piece of recommending a program continue or be put on probation from the Instructional Council's processes. IC would still give recommendations and suggestions and provide a peer critique but the doom and gloom of a "firing squad" would be removed. Hopefully this will help everyone feel more at ease with the process when it is entirely centered on evidence of student learning and strategies for improvement.

There are academic programs that require a specific set of classes that build upon each other and culminate in a degree or certificate. These programs are in the Career and Technical Education fields as well as the academic disciplines with Associate in Applied Science degrees. These faculty would continue with setting and measuring progress toward program learning goals. The following are AAS degrees taught by a full-time faculty member:

Accounting/Business Administration
Agribusiness
Commercial Photography
Criminal Justice
Early Childhood
Graphic Design
Precision Agriculture

For all academic disciplines without a program, I recommend that they group by General Education Divisions and identify Gen Ed Division learning goals instead of program learning goals. The Gen Ed Divisions could be:

Written and Oral Communication (English and Communication)
Mathematics
Humanities and Fine Arts (Art, Foreign Language, Literature, Music, Philosophy, Photography, Theatre)
Social and Behavioral Sciences (Anthropology, Economics, Geography, (History moved here since shared person with Poli Sci), Criminal Justice, Psychology, Political Science, Sociology)
Natural and Physical Sciences (Ag, Biology, Chemistry, Physics, and Health Science)

Spring Task List

- Define the following:
    - Program –
    - Program Review –
    - Program Learning Goals –
    - General Education Division –
    - Course Competencies Mapped to Program Learning Goals/Shared Performance Expectations –
    - Planning & Mapping Year –
    - Collecting & Reporting Year –
    - Revisions & Decisions Year –

- Identify individuals to serve on Technical Instructional Council and include those committee members in spring meetings as we finalize the system.

- Use the spring semester to clean up processes and address identified needs.
    - Confirm the contents of the box of data are needed by faculty
    - Identify any other items needed and in what format this data should be sent to faculty
    - Draft expectations of faculty with regards to the data analysis they must complete
    - Establish agreed upon expectations for committee members and those going through review.

- Complete Process Mapping document
    - Write/update documentation of process steps (pulling reports, communication, timelines, cycles, and reporting out)

- Explore possibility of using Moodle course shell to guide faculty through the steps as if an online class

- Develop processes that include alignment of strategic plan and budget with program-level assessment

- Build cycle with milestone check-ins guided by Instructional Council liaisons.

Academic Standards Committee

Academic Standards Committee (ASC) would oversee course-level assessment in sync with Instructional Council's program review cycle. The two committees would work closely together to train faculty on mapping course competencies (course learning goals) with program learning goals/gen ed learning goals and with SPEs (common learning outcomes).

(PDCA Projects would move out from ASC oversight and under the VPAA. These are identified in the Master Contract as Personal Development Projects and as such they make sense to continue. PDCAs would resume in Spring 2019 out of the Academic Affairs Office and I would need to notify faculty after our meeting. The point of PDCA projects is for each full-time faculty member to identify an area of potential improvement or innovation in one of their courses and to have the opportunity to test this idea for their own personal development.)

Spring Task List

- Review Master Course Outline template for clarity and content.
    - Can we each explain to others what an MCO contains and why each of the components are included on the template?
    - Can we improve the curriculum map?
    - Can we update the assessment measures section?
    - Is it possible to simplify all of the necessary mapping into a single chart?

- Do we need a course-level "box of data" and if so can we have IT write canned reports that a faculty member could run in Reporting Services so Jeff wouldn't have to pull them each time?

- Draft expectations for ASC members assisting instructors with course-level assessment

- Define and discuss "signature assignments" vs "course portfolios" (or option of both)

- Complete Process Mapping document for Master Course Outline Process and for Course-Level Assessment
    - Write/update documentation of process steps (pulling reports, communication, data analysis, timelines, cycles, alignment with Strat Plan and budget, and reporting out)

- Develop timeline and processes for updating MCOs that aligns with C&I
- Explore possibility of using Moodle course shell to guide faculty through the steps
- Build cycle with milestone check-ins guided by Academic Standards Committee liaisons.

Individualized Assessment Cycle Timeline

Instructor Name: Michael Baggs

Academic Discipline(s): History/Political Science

Program(s)/General Education Division(s): Humanities & Fine Arts Social and Behavioral Sciences

General Education Courses: HIS 101, HIS 102, HIS 103, HIS 104, POL 100, POL 101, POL 115 (Not currently taught HIS 202, HIS 204)

Add'l Guaranteed Transfer Courses Not Listed Above: (Not currently taught - Int'l Relations, Comparative Politics)

September 2019

Happy start of the semester! This is your Planning & Mapping Year.

Before starting any course-based assessment, you must confirm the common syllabus contains the accurate course competencies and that they are in alignment with the posted KCOG competencies (if applicable).

Review the syllabi posted on the HCC website for all courses in your academic discipline. Which syllabi are inaccurate and need to go through C&I?

Schedule an appointment with the VPAA in September to discuss the status of MCOs in your academic discipline, the accuracy of syllabi in alignment with KCOG course competencies, and to brainstorm ideas for a signature Course-level assignment. (For disciplines with multiple full-time faculty, this would be a group meeting with the VPAA.)

October 2019

Attend in person or watch the video of the training on mapping course competencies to Program/Gen Ed-level and institutional-level learning goals co-hosted by Academic Standards Committee and Instructional Council. (In-person attendance enters you to win prizes)

November 2019

Meet with the other FT faculty in your Program or Gen Ed Division and invite adjuncts to participate via Zoom.

In this meeting, come to agreement on Program Learning Goals or Gen Ed Division Learning Goals (whichever applies to your academic discipline). Discuss where and how each of you are currently assessing those learning goals in all of your courses. These are the learning goals you will map your course competencies to so be sure to take notes.

Decide on a "signature" Program/Gen Ed Division-level assignment or series of test questions that will be used in all classes for that program or gen ed division.

Discuss any updates to MCOs and determine who will serve as lead instructor on each MCO. This lead instructor will complete any updates by April and submit the updated MCOs to the VPAA.

Plan work assignments for the status update to Instructional Council in March. This update should include all agreed upon goals and details about the signature assignment this Program or Gen Ed Division will use to assess student learning at the program-level.

February 2020

By now, you should be able to update your syllabi so each course competency is mapped to Program Learning Goals/Gen Ed Division Learning Goals and the SPEs. You should also know what changes are needed on any MCOs for which you are the lead instructor. Syllabi with no other changes beyond mapped competencies do not need to go through C&I for approval.

If applicable, reconvene with fellow FT faculty from your academic discipline and finalize in which course the Course-level signature assignment will be implemented next year. This course should be one of the most commonly taken courses in your discipline and will be the focus of Course-level assessment for this three-year cycle.

If needed, finalize discussions with the other faculty in your Program or Gen Ed Division regarding the implementation of the signature assignment at the Program/Gen Ed level.

March 2020

Together with the other FT faculty in your Program or Gen Ed Division, present a status update to Instructional Council about the planned Program/Gen Ed Division signature assignment and timeline of implementation. Receive suggestions and feedback from peers in Instructional Council.

If you need to update course competencies or other content on any syllabi, you should be on the C&I agenda for this month.

April 2020

By April 30, submit to the VPAA:

- Any updated MCOs for which you are the lead instructor, and

- Updated syllabi with course competencies mapped to Program/Gen Ed-level and institutional-level learning goals (SPEs).

September 2020

Welcome back! This is your Collecting & Reporting Year.

This month dust off your notes from last year and schedule a meeting wtih your fellow faculty from a) your Academic Discipline and b) your Program/Gen Ed Division.

In each meeting, determine when and how evidence of student learning will be collected each semester moving forward* (the agreed upon signature assigment) and who will compile all of the evidence. What will be collected should have already been determined in the prior year at both the Course-level and Program/Gen Ed-level and in which courses the evidence is coming from.

*You only collect data once in your Collecting & Reporting Year as you have to present on the data in the spring. In all other semesters moving forward the cycle continues with collection of data from the pre-determined signature assignments at the Course and Program/Gen Ed-level.

October 2020

It is time to administer the Course-level signature assignment and the Program/Gen Ed-level signature assignment in your classes between now and January.

(Note: This timeline can certainly be bumped earlier in the semester as long as the other steps have already been completed).

November 2020

This is the year your Program/Gen Ed Division will go up for Program Review before Instructional Council. The report and presentation in April will include analysis of both the evidence you just collected as well as some raw data from the Director of IR. November is the month you get the raw data to be able to start reviewing it.

February 2021

All evidence from signature assignments should be collected by this point and sent to the faculty member compiling the data.

Reconvene with your Academic Discipline faculty (or collectively select an individual) to complete analysis of signature assignment data. The Director of IR and your APC liaison are available to help.

March 2021

Reconvene with your Program/Gen Ed Division faculty (or collectively select an individual) to complete analysis of signature assignment data. The Director of IR and your APC liaison are available to help.

April 2021

A big month that occurs once every three years! Reports are due to both Instructional Council (beginning of April) and Academic Standards Committee (end of April).

Program/Gen Ed Division Report to Instructional Council including summary of Program/Gen Ed-level evidence of student learning, program data, what you learned, and what changes you will make. This should include alignment with the HCC Mission and Strategic Plan as well as budget requests. Receive

suggestions and feedback from Instructional Council. Budget requests, compiled summaries, and IC recommendations will be submitted to President's Staff for review.

Academic Discipline Report to Academic Standards Committee including summary of Course-level evidence, what you learned, and what changes you will make. This should include alignment with the HCC Mission and Strategic Plan as well as budget requests (if applicable). Receive suggestions and feedback from Academic Standards Committee. Budget requests, compiled summaries, and ASC recommendations will be submitted to President's Staff for review.

September 2021

Welcome back! This is your Decisions & Revisions Year.

Use what you learned from the Instructional Council and Academic Standards Committee recommendations, the Course and Program/Gen Ed-level evidence of student learning you have collected, and your annual PDCA project to revise your teaching and/or curriculum as needed.

Network with peers at transfer instititutions and schedule a time to meet to confirm your courses still align with those our students transfer into.

October 2021

Meet with your fellow Program/Gen Ed Division faculty and determine any revisions to Program or Gen Ed Divison learning goals based on a) what was learned from last year and b) any curriculum changes that were made.

This is also your reminder to remember to administer the Course-level signature assignment (if the course is taught) and the Program/Gen Ed-level signature assignment in your classes between now and the end of the semester. Send your compiled data to the designated person in your academic discipline and in your Program/Gen Ed Division no later than the week after finals week.

November 2021

Devise a timeline for the improvements you want to make (or did make). Submit materials for C&I apporval if necessary. Review which syllabi or MCOs need to be updated based on changes. Confirm course competencies are still mapped accurately.

February 2022

If necessary, reconvene with Program/Gen Ed Division faculty and prepare to give verbal update to Instructional Council in March.

This is also your reminder to remember to administer the Course-level signature assignment (if the course is taught) and the Program/Gen Ed-level signature assignment in your classes between now and the end of the semester. Send your compiled data to the designated person in your academic discipline and in your Program/Gen Ed Division no later than the week after finals week.

March 2022

Present an update to Instructional Council on what improvements were made in the past year and what impact they had on student learning and student success in your Program/Gen Ed Division. Share any lessons learned and if you didn't get the results you wanted, what adjustments have you made?

April 2022

If changes are made submit updated MCOs and mapped syllabi to VPAA by April 30.

From:	Erin Shaw
To:	Pamela Fulbright; Eleanor Hensley (ehensley@highlandcc.edu); Ethan Forsberg; Michelle Hurn; Eric Ketchum
Cc:	Jeff Hurn; Gene George
Subject:	APC Proposal for Review
Date:	Tuesday, December 4, 2018 9:37:00 PM
Attachments:	JuaniataCaseStudy.pdf LaGuardiaCaseStudy.pdf Mapping Learning.pdf Direct and Indirect Evidence of Student Learning Handout.pdf Crosswalk-NCCBP-HLC.pdf LevelsOfAssessment.pdf Comprehensive Assessment Plan Proposal.docx

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The attached Word document (you may have to scroll down in the attachments) is only the preliminary part for your review and advance consideration. Please read the Comprehensive Assessment Plan Proposal and I will have more materials on the details ready to present at Monday's meeting. This is a proposal for review and discussion starting with the faculty most closely involved in all of it.

The other attachments are resources I plan to read and welcome you to peruse as you have time. The file named Crosswalk-NCCBP-HLC is referenced in the proposal but not necessary to read by next Monday.

Sorry that I missed sending this on Monday.

Thank you for your time and consideration,

Erin

Erin Shaw, Ph.D.
Vice President for Academic Affairs
(785) 442-6012
eshaw@highlandcc.edu

From: Erin Shaw
To: .HCC - All Full-Time Faculty
Subject: Please fill out "PDCA Project Planning Form" by Jan 31
Date: Wednesday, January 16, 2019 8:11:00 PM
Attachments: PDCA Worksheet.docx

Dear Faculty,

I hope that you will be pleased to resume Plan-Do-Check-Act (PDCA) Projects this spring and beyond. PDCA Projects allow an instructor to test an idea, innovation, or teaching strategy in one or more classes and make improvements accordingly, before deciding whether the idea should be adopted across the board. (First year at HCC? Reach out to your colleagues or feel free to email me with any questions.

The Plan–Do–Check–Act Procedure involves these steps:

Plan: Recognize an opportunity and plan a change.
Do: Test the change.
Check: Review what you did, analyze the results, and identify what you've learned.
Act: Take action based on what you learned.

Your PDCA Project Planning Form will be due no later than January 31st. Here are the steps to follow:

1) Start thinking about what idea you plan to test.
2) Once you have decided what you PLAN to test, what you will DO to test your idea, and how you will CHECK whether your idea was successful or not then click on the link below from your Highland computer or mobile email app.
3) If prompted, log into OneDrive using your HCC username and password. (Note: You should not have to create an account as all HCC employees have a OneDrive account).
4) Answer the questions. **You must complete this electronic form in one sitting. YOU ARE NOT ABLE TO SAVE IT AND COME BACK.** However, if you have thought about everything ahead of time, the electronic form will only take a few minutes.
5) Before you hit the Submit button at the bottom of the form, check the box to "Send me an email receipt of my responses" and you will receive a copy of all of your answers.

Here's the link to the form "PDCA Project Planning Form":

https://forms.office.com/Pages/ResponsePage.aspx?id=QC5CxXO8j02EU1CLgmrOkUqOkpsoK6hJp58GaQwhTfJUNjEyVlNENUZBM00wU1RaRkIyU1VVUFM4WS4u

Thank you all for continually seeking ways to improve and grow,

Erin

Erin Shaw, Ph.D.
Vice President for Academic Affairs
(785) 442-6012
eshaw@highlandcc.edu

PDCA Worksheet

You do not have to complete this worksheet. It is only a tool to help you brainstorm an idea and plan your project if you need help. This is NOT the PDCA Planning Form that you submit. The electronic form you submit is accessed by clicking the link in my email to you.

PDCA Projects allow an instructor to test an idea, innovation, or teaching strategy in one or more classes and make improvements accordingly, before deciding whether the idea should be adopted across the board.

The Plan–Do–Check–Act Procedure involves these steps:

Plan: Recognize an opportunity and plan a change.

Do: Test the change.

Check: Review what you did, analyze the results, and identify what you've learned.

Act: Take action based on what you learned. If the change did not work, consider alternate modifications and test this new plan with a future PDCA Project. If you were successful, incorporate what you learned from the test into wider changes. Use what you learned to plan new improvements and identify your next idea to test.

Is your PDCA Project a brand new project or a continuation of a previous semester's project?

In what sections will you implement your plan?

Describe the new idea, innovation, or teaching strategy you PLAN to test:

Describe the previous PDCA Project idea you PLAN to continue to test:

Explain what you will DO to test a change to the idea mentioned above:

Explain how you will CHECK whether the change worked including a description of how you will analyze the results:

Describe any support you will need from the College to implement your plan (additional funding, approvals, travel requests, etc.). Please include the projected amount for all monetary expenditures.

In two to three sentences, briefly summarize your PDCA Project idea and how you planned to check it. (Note: Summary responses will be compiled and shared with internal audiences including the President and the Board of Trustees.)

Briefly describe how your PDCA Project turned out when you checked your planned change. What did your analysis of the results reveal? Include numerical evidence or support when applicable. Email files to Dr. Shaw if the content is best left in Excel.

What did you learn from this project?

If the change was successful, how will you incorporate what you learned into your other course sections?

If the change did not work as you had hoped, what modifications could you make to the plan for future projects?

Please briefly describe examples of ideas and strategies you have adopted based on previous PDCA projects.

Please briefly describe what steps you could take to make your next PDCA Project more meaningful to you.

ASC Meeting Minutes
February 13th
3:30-4:30 PM LSU-A

Academic Standards Committee (ASC) Committee Members
2018-2019
Eleanor Hensley, Chair
Pamela Fulbright
Matt McElroy
Liton Hasan
Eric Ketchum
Ad Hoc Members
Dr. Erin Shaw- VPAA
Jeff Hurn- Institutional Research

The warm-up activity was to share Favorite Childhood Memory. Eleanor shared hers, and no one else seemed interested in sharing his or hers. Everyone agreed to participate better in the future.

Everyone received a copy of the Comprehensive Assessment Plan. Committee members received the ASC overview and Spring 2019 task list (in italics).

Academic Standards Committee

Academic Standards Committee (ASC) would oversee course-level assessment in sync with Instructional Council's program review cycle. The two committees would work closely together to train faculty on mapping course competencies (course learning goals) with program learning goals/gen ed learning goals and with SPEs (common learning outcomes).

***(PDCA Projects** would move out from ASC oversight and under the VPAA. These are identified in the Master Contract as Personal Development Projects and as such they make sense to continue. PDCAs would resume in Spring 2019 out of the Academic Affairs Office and I would need to notify faculty after our meeting. The point of PDCA projects is for each full-time faculty member to identify an area of potential improvement or innovation in one of their courses and to have the opportunity to test this idea for their own personal development.)*

Spring Task List

- *Review Master Course Outline template for clarity and content.*
    - *Can we each explain to others what an MCO contains and why each of the components are included on the template?*
    - *Can we improve the curriculum map?*

- *Can we update the assessment measures section?*
- *Is it possible to simplify all of the necessary mapping into a single chart?*

ASC input:

Committee members reviewed the current MCO format. We all agreed the MCO is necessary for HCC to guarantee consistency of course content no matter the delivery method. We agreed it helps students know what the expectations are for the course. The MCO also helps us guarantee transferability as indicated by KCOG. The MCO gives us a chance to show what we are doing. It also shows the alignment of competencies to assessment methods. Erin shared examples of MCOs from other institutions. We looked at the original template for the MCO and made suggestions for the new template.

- *Do we need a course-level "box of data" and if so can we have IT write canned reports that a faculty member could run in Reporting Services so Jeff wouldn't have to pull them each time?*

- *Define and discuss "signature assignments" vs "course portfolios" (or option of both)*

Erin and Eleanor plan to work on the MCO template before the next meeting. They will address the two issues listed above.

For future ASC meetings:

- *Complete Process Mapping document for Master Course Outline Process and for Course-Level Assessment*
  - *Write/update documentation of process steps (pulling reports, communication, data analysis, timelines, cycles, alignment with Strat Plan and budget, and reporting out)*

- *Develop timeline and processes for updating MCOs that aligns with C&I*
- *Explore possibility of using Moodle course shell to guide faculty through the steps*
- *Build cycle with milestone check-ins guided by Academic Standards Committee liaisons.*
- *Draft expectations for ASC members assisting instructors with course-level assessment*

Academic Standards Committee Meeting Minutes
March 20, 2019
LSU-A Highland Campus

Committee Members Present: Matt McElroy, Liton Hason, Eric Ketchum, Dr. Jeff Hurn, Dr. Erin Shaw and Pamela Fulbright. Absent: Eleanor Hensley Chair

Meeting was started at 3:30, Eleanor was absent but left an agenda with Pamela Fulbright who led the meeting with the assistance of Dr. Erin Shaw. The meeting began with a lively discussion of everyone's Spring Break activities.

SUB-COMMITTEE ACTIVITIES SINCE LAST MEETING
Erin, Eleanor and Pamela met via Zoom to look at the MCO template. They suggested changes to the MCO template with input from committee members, and faculty feedback on the old template. The header, department, course description, course competencies, and course content are to be identical to the course syllabus. Erin inserted the course map. We looked at all of the assessment measures from the previous MCO, and the online course development template, and created a new list of meaningful assessment options for faculty to select. We thought it would be valuable to go back to ASC and ask for additional input regarding signature assignments.

Following there was discussion on:
Signature Assignments vs Course Portfolios:
The committee agreed that signature assignments and course portfolios should be an option, Dr. Shaw let us know that there are lots of resources for both and she has them and will make them available to l share as needed.
Discussion on the MCO Training:
It was agreed that the MCO training could be done through Instructional Videos, manuals and others training.
MCO Discussion:
Dr. Erin Shaw presented some items for discussion for the MCO's. All items were accepted by the committee and she will send out the new updated versions sometime this week. They wanted to change it from Assessment to Assignment in column 3 as well take off the word meaningful as they felt it was implied. There was some concern of the Course Competencies and possibly adding in at the bottom for those courses that need it, the potential wording of " usually after completion of ENG 101, the student will take ENG 102" or something along that or even adding it to the Prerequisites but make it more obvious for use by the adjunct. Erin suggested that we table that until we have time for further discussion of it.
The committee liked the longer list to pick assignment ideas from but felt that it should only be a list that we have and then can share as we need to in training.
It was also agreed that we would make it be a Benchmark Assignment but it was suggested that we leave it until you had an opportunity to share your input with this information.
MCO Kick OFF:
There was a common agreement for the MCO kick off year 2019/2020 as C&I had requested.

ASC Meeting Minutes
April 10th
3:30-4:30 PM LSU-A

Those in attendance Eleanor Hensley, Pamela Fulbright, Matt McElroy, Liton Hasan, Eric Ketchum, Dr. Erin Shaw, Dr. Jeff Hurn

Committee members responded to the **Warm-up Activity**- What do you think of when you think of change?
Minutes from the March meeting were approved.

Finalize the MCO Template

Committee members looked at the MCO template. There was some discussion about including the mission and vision of the college on all of our assessment materials, but especially on the MCO. It was agreed we should wait for our new President before we add the mission and vision. It was suggested we might add them in the 2020-2021 year.

Give sample individual timelines, What would course level assessment look like? What would be meaningful to us? Can we come to agreement that the plan is doable?

Jeff shared information from HLC. He said the term used in the literature is signature work. We have chosen to call them benchmark assignments. It was agreed we need to get information out to faculty regarding the assessment plan. Everyone liked the idea of videos. APC members could conduct trainings, and those trainings could be recorded. The recorded videos could be put on the Intranet for faculty to watch if they were not able to make it to the training or wanted to refresh their memory. Erin said she was developing individual timelines for each faculty member. Course level assessment was discussed. The committee members agreed the assessment plan is doable, sustainable, and challenging.

Assessment Glossary- Glossary review and define "learning activity" and "peer review/critique", " course level benchmark assignment" CBA (we might have time to start discussing these at the April meeting)
We discussed the glossary and definitions. It was agreed we should create a legend for acronyms for the MCO. It was agreed we will merge several lists to create an attachment to the MCO with assignment options to use for course level benchmarking.

The May meeting will be on the 8th from 3:30-4:30.

Highland Community College Instructional Council
Minutes for February 27, 2019

Attending:

Ron Adams	Irene Covert	Stacy Freeman
Shelley Smith	Sara Smith	Jane Zaccardi
Lucas Hunziger	Eric Ketchum	Alexis Clements
Dr. Erin Shaw	Denise Peters	

The minutes from the November 2018 were reviewed.

Dr. Shaw reviewed the suggested changes to update the role of Instructional Council towards program-level assessment. These changes include grouping academic disciplines without a program into general education divisions of: Written & Oral Communication, Mathematics, Humanities & Fine Arts, Social & Behavior Sciences, and Natural & Physical Sciences. The updated process will include developing program/discipline learning goals, identifying signature assignments, keeping MCO's current, and mapping competencies to assessments. The process would continue as a three year cycle. Discussion was held on the rotation of programs/disciplines. The group was in agreement that all programs/disciplines should start together in Fall 2019 with the Planning & Mapping year. Resources which may include, step by step instructions, video guides, shared examples of meaningful goals, and a Moodle "classroom" shell, will be developed and shared before any work begins.

Future meetings: 2:30-3:30 pm
March 27
April 24

Highland Community College Instructional Council
Minutes for March 27, 2019

Attending:

Ron Adams	Jeff Hurn	Stacy Freeman
Lucas Hunziger	Eric Ketchum	Alexis Clements
Dr. Erin Shaw	Denise Peters	

The minutes from the February 2019 were reviewed.

Dr. Shaw reviewed the proposed continuous 3-year cycle in more detail. Discussion was held to clarify the processes and actions they require. All programs will start with the planning/mapping year. Training sessions will be held to launch the cycle with support for faculty emphasized. We discussed ways to track accountability and provide support. It was suggested that the August inservice introduce the processes, include an expert speaker, and have time to allow disciplines to begin their group work. We also began discussing how adjuncts can be involved in the cycles.

Erin and Lucas will meet with technical faculty to build the Technical Instructional Council.

Acronyms were discussed and it was identified they need to be identified in a glossary.

At the next meeting, we will work in definitions and review 3-year samples. We also still need to review the content for the box of data and how faculty will receive it, identify data analysis expectations, and establish expectations for committee members and those going through the review.

Future meetings: 2:30-3:30 pm
April 24

Highland Community College Instructional Council
Minutes for April 24, 2019

Attending:

Ron Adams	Jeff Hurn	Stacy Freeman
Lucas Hunziger	Eric Ketchum	Alexis Clements
Dr. Erin Shaw	Denise Peters	Shelley Smith

The minutes from the March 2019 were shared and reviewed.

The team reviewed the sample glossary terms presented by Dr. Shaw. The items were discussed and clarifications made where needed. A definition for General Education-level Assessment will be added. The General Education Division listings will be expanded to list out the curriculum/programs that fit under each division, along with noting that faculty may be connected to more than one division. Further discussion was held on balancing the work load of faculty who will fall under two divisions. It was recommended at the August inservice faculty only work with one division and then moving forward on the cycle processes, they would be included in all communication and meetings for the multiple divisions.

We remain uncertain as to what needs to be included in the box of data that will be provided. Dr. Shaw indicated that we have more time to finalize those details, but will reshare earlier information from Mr. George that included some suggestions to consider. We will wait until fall to finalize what will be included in the box of data.

Dr. Shaw indicated that it is planned to have the Assessment Peer Core group or herself present an overview of the Divisions and these changes for academic reviews to faculty on May 9 at 2:30 pm. The presentation will be live streamed for off-site faculty and will also be recorded and shared with all faculty for future viewing. This presentation will introduce the concepts prior to summer break for processing by faculty.

Assessment Committee Meeting Minutes

March 22, 2019

YOST HALL, Highland Community College Campus

Members Present: Eleanor Hensley, Carol White, Mary Bryant, Sam Perkins, Michelle Hurn, Dr. Jeff Hurn (Co-Chairperson) Eric Ketchum, Pamela Fulbright (Faculty Co-Chairperson)

Dr. Hurn brought the meeting to order, the minutes from February 2019 were approved.

Dr. Hurn shared handouts about the Student Outcome Data that he had gathered for retention rates, transfer out rates, demographics, and enrollment details etc.

Dr. Hurn then turned to the Retention Rates Hand-Out that he had prepared with both the on campus figures as well as the technical. He was able to go back to 2015 and bring it forward to current. The information left the committee questioning though how we could go about making some increases in the retention. Eleanor asked the question of who would we work with if and when we set a different ration for a higher retention rate.

It was agreed that at the next meeting in April the committee would discuss what goal we would like to shoot for, for a retention rate and define the "we" in that statement as to who would uphold this information. We could/would possibly give some recommendations to administration as to what we thought could be some possibilities to raise the retention rate that we as a committee will decide on. Dr. Hurn reminded us that we need to be thinking about it before the April 12 meeting and remember that we need to set a fair goal yet be an obtainable goal.

Dr. Hurn addressed from the task list that Dr. Shaw gave the committee we needed to work on the Crosswalk and he will begin the work on that for the next meeting.

The meeting closed with the discussion of a chart of Direct and Indirect Evidence of student learning. Dr. Hurn stated that HLC made the comment that they believed most of HCC used Indirect Assessment and we needed to look for the ways that we do Direct Assessment and be able to show that without documents and evidence. Sam stated that at this time he feels he uses direct for his department and gave many examples as of what he used. As well it was discussed that the technical centers used Direct Assessment as well for many of their assessments. The committee will discuss this further at the next meeting.

The next meeting is scheduled for April 12, 2019, Yost Hall, Highland Community College, 3:30-4:30 p.m.

HCC Assessment Committee
Minutes from the Friday, April 12, 2019, Regular Meeting

Members present: Pamela Fulbright, Eleanor Hensley, Michelle Hurn, Eric Ketchum, Carol White, Mary Bryant, Jeff Hurn

The minutes from the previous meeting in March were considered and accepted without any changes.

The agenda for this April meeting that had been sent out previously via email was accepted with two new additions acknowledged up-front.

Dr. Hurn opened the meeting by stating that we should first look at the "Instructor Assessment Cycle test" document that Dr. Shaw had sent to the committee to review and provide feedback. Dr. Hurn also passed out a "Comprehensive Assessment Plan Outline" document that he had created. Pamela stated that since every member present had already seen and reviewed the new assessment plan document, that we summarize it and discuss our questions and attempt to fully understand the procedure (but not go through it line-by-line). This was agreed to, and the committee then reviewed it at some length. The committee agreed to the details of the timeline and that HCC should try this new procedure starting next Fall. At the end, we also agreed to send our questions, comments, and feedback to Dr. Shaw.

The next item was about Student Outcome Data. The previous Retention data (both Fall-to-Fall and Fall-Spring) as well as Persistence, Completion, and Student Success Index data was briefly reviewed to inform the discussion about recommendations. Then goals were agreed upon for each metric based on past trends and College expectations/needs going forward. Once that was completed, the committee discussed and developed a list of 8 – 10 Recommendations to increase the Retention Rates. A revised list will be sent around via email prior to the May meeting.

Next, the committee briefly reviewed and gave final approval to the "Revisions of the SPEs" document that was revised in October 2018 by the APC. The Committee agreed to the final wording of these revised SPEs and their sub-categories and now will forward them to administration.

Finally, the committee looked at the “Crosswalk: HLC and NCCBP” document for a few minutes and questions were answered by Dr. Hurn about the scope, design, and purpose of this document. The committee had many questions and agreed to table going over this document until the May 3 meeting [we were out of time].

Last Assessment Committee meeting of the semester: Friday, May 3, 3:00 to 3:30 approximately over the HLC and NCCBP Crosswalk, Yost Hall ZOOM Room.

HIGHLAND COMMUNITY COLLEGE

Preview of Assessment 2019-2020

Pamela Fulbright, Eleanor Hensley, Eric Ketchum, and Erin Shaw, Ph.D.

May 9, 2019

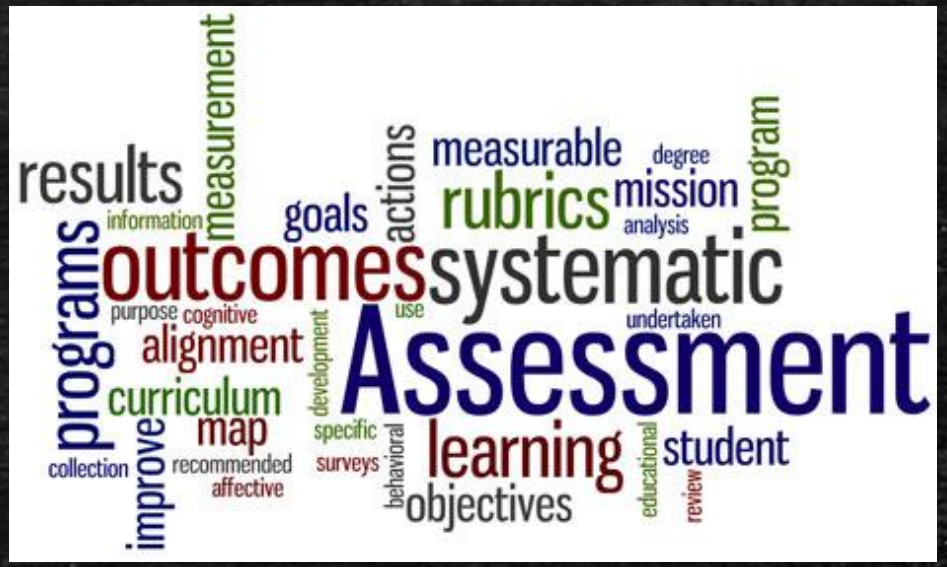
THANK YOU!!!

- Prior to the recent HLC accreditation process, HCC was not in very good shape in regards to assessment.
- Assessment (in terms of what HLC looks for) simply was not being done.
- Thanks to the efforts of faculty, numerous committees, and the direction of Dr. Jeff Hurn we were able to go from nothing to "Met with Concerns" in a very short amount of time. This was a significant achievement that would not have been possible without your hard work.
- We are now moving forward with a new process to improve assessment at HCC .

- TEACHERS DO NOT FEAR CHANGE. TEACHERS FEAR NOT BEING SUPPORTED WHEN ASKED TO CHANGE. THERE'S A BIG DIFFERENCE THERE.
  - Maire Cervenak

Definition of Assessment

- Assessment is the ongoing, systematic collection and analysis of data that is used to document the state of student learning relative to faculty-defined learning outcomes and expected educational achievements and which informs decisions that lead to the improvement of teaching, learning and student success.



Shared Values

We identify the following shared values with regards to the importance of assessment. We believe that assessment:

- Is everyone's responsibility and provides the opportunity to self-assess and make improvements.
- Guides the discovery of how well students are learning and how learning might be further enhanced as an integral part of the educational process.
- Provides accountability to students, parents, taxpayers, and business and industry to attain and maintain high quality standards.
- Informs short and long-term decisions to improve instruction and aligns with HCC's strategic plan and budget.
- Takes place at the course/competency, program, and institutional level and encourages the consideration of meaningful, measurable data that can fit everyone regardless of location, modality, general education, or career and technical.
- Includes the combination of external benchmarking with similar institutions, internal comparison of progress toward our targets, and compliance with requirements from outside entities.

Who's in the Trenches

- Faculty-defined iterative process

- Assessment Peer Corps member
- Academic Standards (course-level)
- Instructional Council (program/gen ed-level)
- Assessment Committee (institutional level)
- Curriculum & Instruction (curriculum oversight)

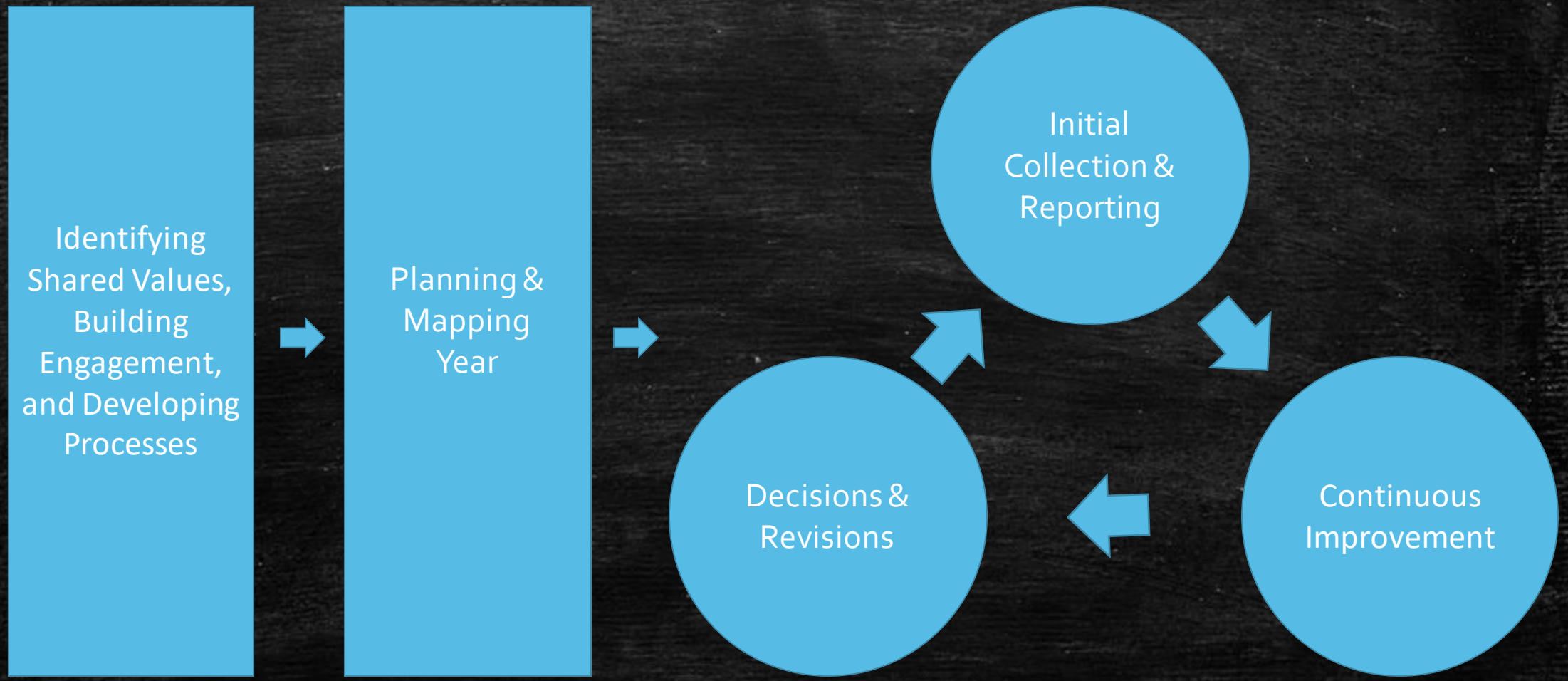
Three Levels of Assessment

- Course Level
  - Course competencies confirmed
- Program/Gen Ed Division-Level
  - Learning goals will be developed with fellow faculty
- Institutional Level
  - Shared Performance Expectations (SPEs)

Highland Community College Divisions

- Written and Oral Communication
- Mathematics
- Humanities and Fine Arts
- Social and Behavioral Sciences
- Natural and Physical Sciences

Assessment Cycle



2019-2020 Planning and Mapping Year

- Faculty will determine learning goals, what they will assess and how they will assess it
- All of the faculty in your division (on-ground, online, concurrent, hybrid) will be invited to give input
- All divisions are working on the same things during this academic year

August 2019

- August- Start the Collaborative Conversations with faculty in your division
- Discuss common learning goals that all students should be able to achieve after taking courses in your division (some programs/divisions may already have these)
- Set next meeting with your division to continue the conversation

September 2019

- Review syllabi posted on the HCC website for all courses in your division
- Meet with VPAA to discuss MCOs and syllabi
- Determine which month you will attend C&I meeting to update syllabi

October 2019

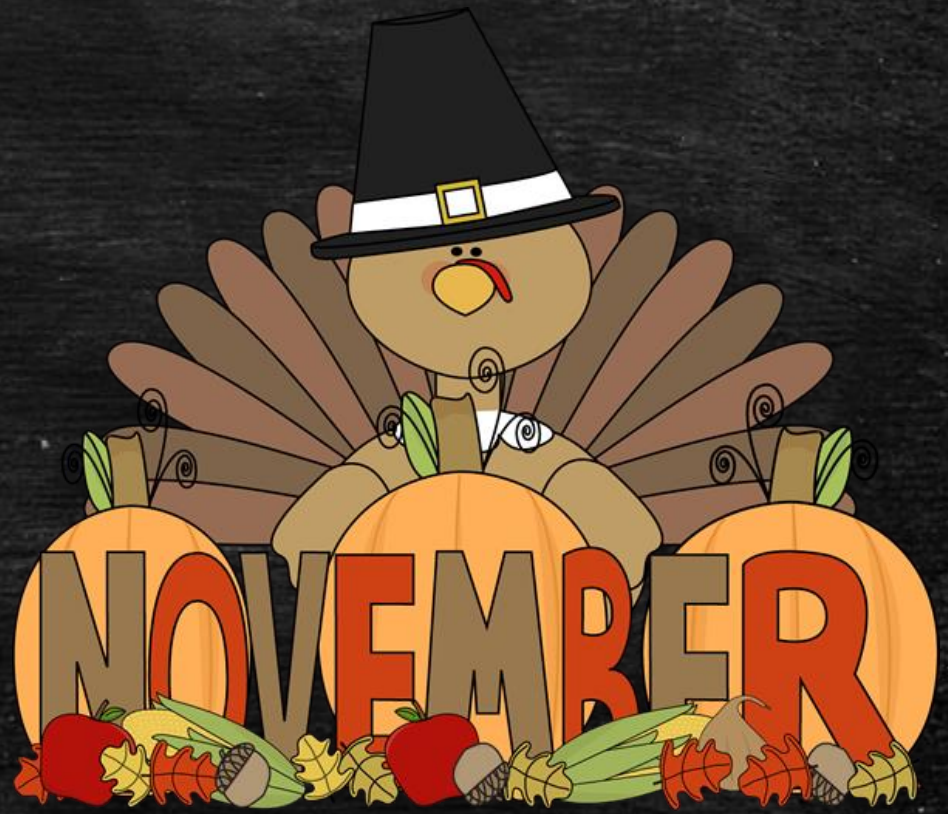
- Division members will select one of the Program/GenEd goals.
- Division members will decide on a benchmark assignment
- Attend the course mapping training in person or watch the videos

Benchmark Assignment

- A "benchmark assignment" is an assignment that is used across multiple sections of a course in order to determine students' proficiency in particular course competencies. . The assignment itself will be the same across multiple sections, from multiple instructors, using the same rubric for evaluation. The intent is to determine if a continuity of student experience exists across multiple sections of the same class

November 2019

- Finalize the Gen Ed Division's Learning Goals
- Finalize Gen Ed-level Benchmark Assignment
- Finalize rubric for benchmark assignment
- Attend Faculty Planning Workshop on November 21st



December 2019

- Continue your work from November.
- This should be wrapped up before finals.

January 2020

- If there are going to be any changes to syllabi, get on the C&I agenda now
- Identify the Lead Instructor for each MCO

February 2020

- Update MCOs for any System Wide Transfer courses or Gen Ed requirements you teach
- Lead Instructor will be the point of contact for all faculty teaching that course

March 2020

- Determine which course and course competency to assess for your discipline
- Finalize your course level benchmark assignment
- Finalize the grading rubric or answer key for your course level benchmark assignment

April 2020

- Finalize Master Course Outlines and Updated syllabi
- By the 30th submit to the VPAA updated MCOs with course competencies mapped to Program/Gen Ed level and Institutional level learning goals
- Add your Gen Ed level Benchmark assignment and course level benchmark assignment to your first day handouts for Fall 2020

May 2020

- Tie up any loose ends
- Enjoy graduation

CREATING GENERAL EDUCATION DIVISION GOALS

- What do we expect an HCC student who has taken any course from a certain Gen Ed Division to know?
- Coming up with common learning goals for a diverse group of subjects can be a very complicated task.
- For the Social and Behavioral Sciences the goals must be shared by Anthropology, Criminal Justice, Economics, Geography, History, Political Science, Psychology, and Sociology…..EIGHT DIFFERENT SUBJECTS!
- How can we accomplish this??

CREATING GENERAL EDUCATION DIVISION GOALS

- Three tricks to help us achieve this:
  - THINK IN VERY BROAD TERMS
  - CONSIDER THE SPEs
  - CONSIDER THE INDIVIDUAL COURSE COMPETENCIES
- The following slides offer an example of potential General Education Division learning goals for the Social and Behavioral Sciences

EXAMPLES OF GENERAL EDUCATION DIVISION GOALS FOR THE SOCIAL AND BEHAVIORAL SCIENCES

- Social/Beh Science Goal #1: **Students should be able to explain key historical developments/structures in their social and behavioral science field.**
  - Is it BROAD enough?
  - Does it fall under an SPE?
  - Do individual COURSE COMPETENCIES align with it?

EXAMPLES OF GENERAL EDUCATION DIVISION GOALS FOR THE SOCIAL AND BEHAVIORAL SCIENCES

- Social/Beh Science Goal #2: **Students should be able to summarize major theories in their social and behavioral science field.**
  - Is it BROAD enough?
  - Does it fall under an SPE?
  - Do individual COURSE COMPETENCIES align with it?

EXAMPLES OF GENERAL EDUCATION DIVISION GOALS FOR THE SOCIAL AND BEHAVIORAL SCIENCES

- Social/Beh Science Goal #3: **Students should be able to explain how data is collected and analyzed in their social and behavioral science field as well as discuss current trend data.**
  - Is it BROAD enough?
  - Does it fall under an SPE?
  - Do individual COURSE COMPETENCIES align with it?

EXAMPLES OF GENERAL EDUCATION DIVISION GOALS FOR THE SOCIAL AND BEHAVIORAL SCIENCES

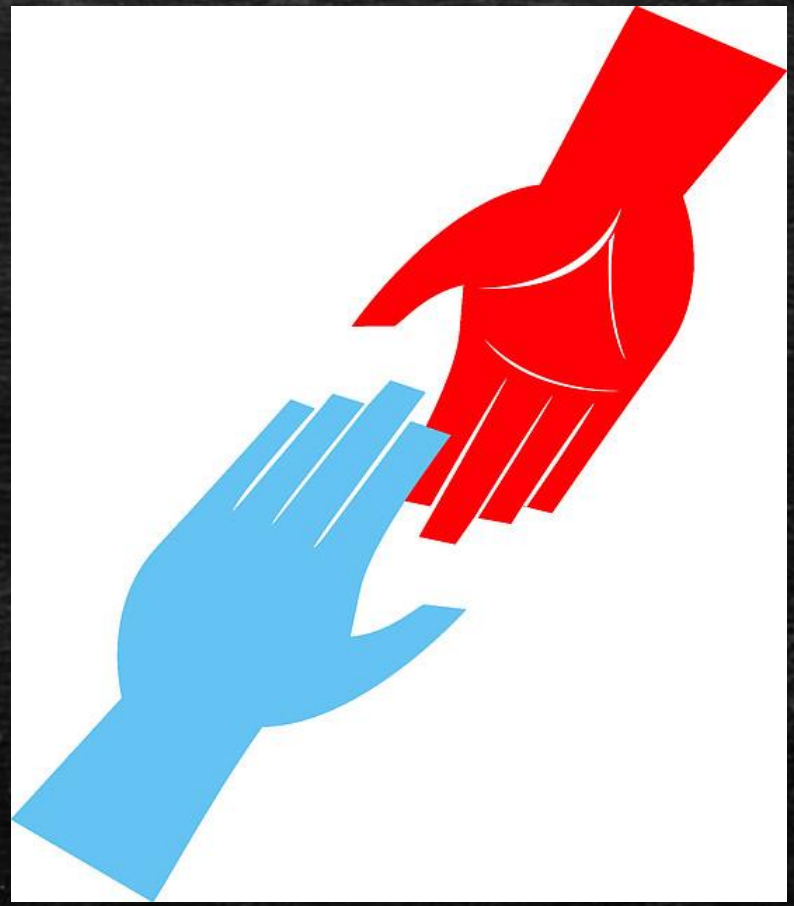
- Social/Beh Science Goal #4: **Students should be able to discuss the diversity of human experiences in regards to their social and behavioral science field.**
  - Is it BROAD enough?
  - Does it fall under an SPE?
  - Do individual COURSE COMPETENCIES align with it?

Gen Ed-level Benchmark Assignment

- Now that the Gen Ed Division Learning Goals are established:
  - Which one do we want to assess over the next three years?
  - What type of essay prompt, project, or series of exam questions could we use in all Social and Behavioral Science classes to gather evidence that students have achieved the learning goal (or not)?

DO NOT PANIC!!!!!

- You will have help from:
  - Academic Standards Committee (ASC) Liaison to help with course-level assessment
  - Instructional Council (IC) Liaison to help with Program/Gen Ed-level assessment
  - Assessment Peer Corps (APC) member to help with general questions about assessment
  - Director of Institutional Research
  - Vice President for Academic Affairs



- TEACHERS DO NOT FEAR CHANGE. TEACHERS FEAR NOT BEING SUPPORTED WHEN ASKED TO CHANGE. THERE'S A BIG DIFFERENCE THERE.
  - Maire Cervenak

THANKS for Attending!!

- Over the summer…
  - Reflect on your thoughts about possible Gen Ed learning goals
  - Even meet up with fellow faculty for:
    - Coffee and quibbling
    - Brainstorming, beers, and BBQ
    - Tea and thinking
    - Wine and witticisms
    - Cokes and conversation

HIGHLAND
COMMUNITY COLLEGE

Fall 2019 Faculty In-Service
August 16, 2019

All food and drinks will be in MS-3.

7:30 a.m.	**Hot Breakfast – help yourself between 7:30 and 8 a.m.**	MS-3
8:00 a.m.	**Extended Introductions** (Eleanor Hensley)	MS-1
8:45 a.m.	**Welcome** (President Fox)	MS-1
9:00 a.m.	**Academic Affairs Updates** (Erin Shaw)	MS-1
9:15 a.m.	**Classroom Cell Phone Organizer Pilot** (Mike Kelley)	MS-1
9:30 a.m.	**Comprehensive Assessment Plan** (Erin Shaw)	MS-1
10:00 a.m.	**BREAK**	
10:15 a.m.	**Learning Goals and Benchmark Assignments** (Erin Shaw)	MS-1
10:45 a.m.	**Developing Learning Goals**	
	Technical Faculty including all AAS degrees	MS-1
	Written & Oral Communication Division	CT-121
	Mathematics Division	CT-117
	Humanities & Fine Arts Division	CT-113
	Social & Behavioral Sciences Division	CT-104
	Natural & Physical Sciences Division	MS-5
11:45 p.m.	**LUNCH and Faculty Voting**	MS-1
12:45 p.m.	**Cory Teubner and the Summer Jam Band (of Faculty)**	MS-1
2:15 p.m.	**Discipline Breakouts**	
	Career and Technical Education	MS-1
	English & Speech	CT-121
	Mathematics	CT-117
	Ag, Precision Ag, Biology, Chem, Physics, Health Science	MS-5
	Art, Graphic Design, Photography, Theatre, Music	CT-113
	Social Sciences/Business/Early Childhood	CT-104

Comprehensive Assessment Plan

Erin Shaw, Ph.D.
VP for Academic Affairs
August 16, 2019

- “You are not running off a cliff and there is light at the end of the tunnel that is not a train.”

- Dr. Sheri Barrett, JCCC

Today's Goals

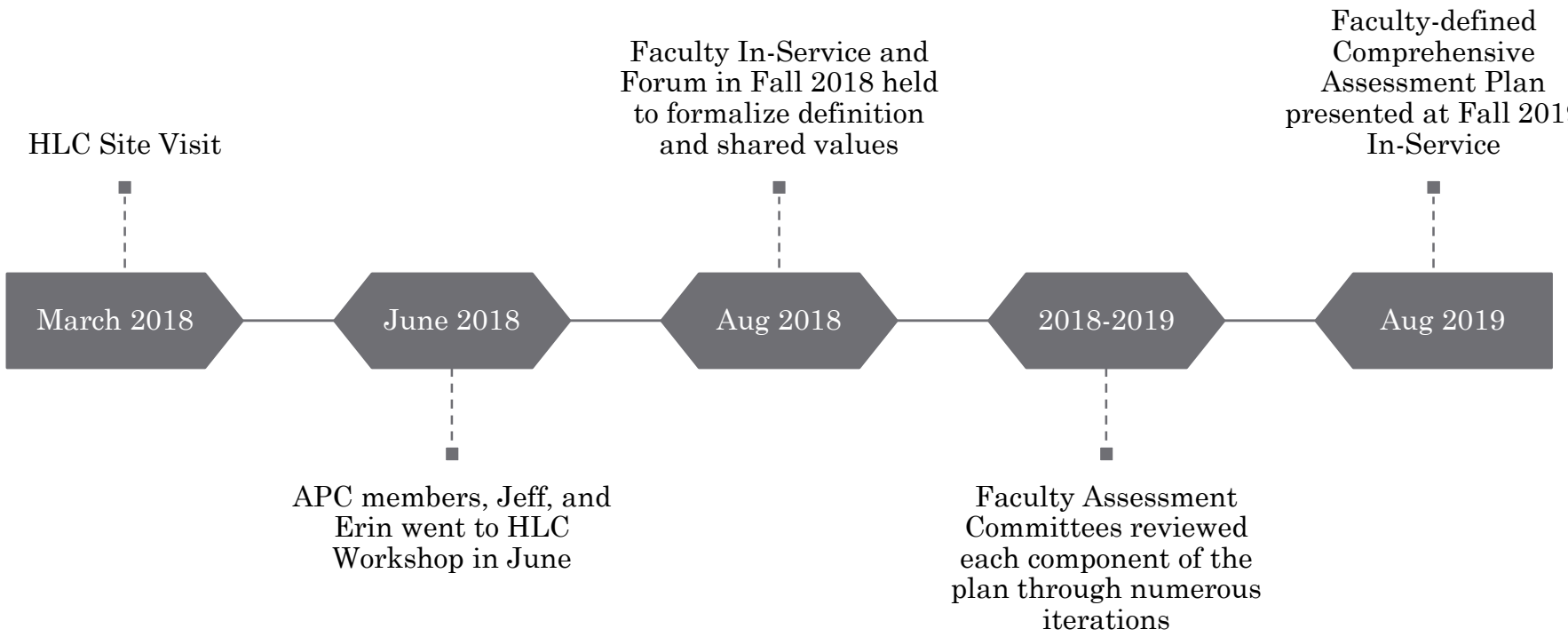
- Assessment Refresher
- Comprehensive Assessment Plan
- Learning Goals and Benchmark Assignment Overview
- Breakout Sessions to Draft Learning Goals

Quickwrite

- Take two minutes and on your paper write down:

- What do you already know and what are some things you want to know about using assessment to improving student learning and success?

Timeline Since HLC Visit



Stepping Back for a Moment

- HCC's Definition of Assessment
- The Role of Assessment
- Building HCC's Culture of Assessment
- Shared Values on Assessment

HCC's Definition of Assessment

- Assessment is the ongoing, systematic collection and analysis of data that is used to document the state of student learning relative to faculty-defined learning outcomes and expected educational achievements and which informs decisions that lead to the improvement of teaching, learning and student success.

The Role of Assessment

- Assessment is used for:
  - Improving Student Learning
  - Program Evaluation
  - Budgeting
  - Ensuring our Strategic Plan, Mission, and Academic Planning are aligned

- Assessment IS NOT Faculty Evaluation

HCC's Culture of Assessment

- Look at examples elsewhere then design our version
- HCC's Comprehensive Assessment Plan reflects our uniqueness
  - Locations
  - Programs
  - Degrees
  - Organizational Structure
  - Institutional Knowledge
  - Budget

A Culture of Innovation and Risk

- “The tiny cost of failure is dwarfed by the huge cost of not trying.” – Seth Godin
- “I have not failed. I've just found 10,000 ways that won't work.” — Thomas A. Edison

Shared Values on Assessment

We believe that assessment:

- Is everyone's responsibility and provides the opportunity to self-assess and make improvements.
- Guides the discovery of how well students are learning and how learning might be further enhanced as an integral part of the educational process.
- Provides accountability to students, parents, taxpayers, and business and industry to attain and maintain high quality standards.
- Informs short and long-term decisions to improve instruction and aligns with HCC's strategic plan and budget.
- Takes place at the course/competency, program, and institutional level and encourages the consideration of meaningful, measurable data that can fit everyone regardless of location, modality, general education, or career and technical.
- Includes the combination of external benchmarking with similar institutions, internal comparison of progress toward our targets, and compliance with requirements from outside entities.

Assessment Audiences – Who Cares?

Who?	Needs to Know What?	For What?
Departments, Institution	How well are our strategies for student learning working? What can we do to improve?	Make improvements
Institutional Leaders	What assessment strategies do we have in place? What do we need for successful assessment in the future?	Recommended changes for improvement of assessment; Report to regional accreditor or other external audience
Accreditor	Does the institution meet our standards for an assessment system? What advice could we offer to help the institution improve its system?	Accreditation review
Prospective Students	How good is the institution in helping me reach my learning, professional, and personal education goals?	Enrollment
Donors	How well is this institution doing? Is it able to exercise appropriate accountability for my money?	Giving
Trustees, Legislature	What assessment strategies are in place? What do we need to do to strengthen assessment? How well are the institution's students doing? Does the institution meet accreditation standards?	Funding, oversight, and interpreting the institution to various publics, including businesses, voters, employers, and others

Analyzing Audiences for Assessment (Walvoord, 2010. p. 105)

We're In It Together

- Everyone in the room – even if the instructions look a little bit different we'll be reaching milestones together
  - Ex: Collecting direct evidence of student learning by Fall 2020.
- By May 2021, everyone will have at least one semester of data ***collected and analyzed*** from at least one class
- Everyone will have help along the way
- We will have a clear, comprehensive assessment cycle…as requested by HLC
- More importantly we will be working together to improve teaching and learning at HCC

Beyond the Comfort Zone

- Going Beyond Data Collection
- Using Data to Drive Curricular Changes (aka Closing the Loop)
- Establishing Benchmarks
- Working Together
- Sharing HOW We Teach Our Classes
- Coming to CONSENSUS with Fellow Faculty on

  What and How You Are Teaching

Plan Priorities

- Give you a timeline for the work
- Spread it across the year
- Add support structures and trainings
- All together so can support and commiserate with each other
- Spend a year planning, mapping, and training before we start collection

Drilling down a bit…

- Personalized cover sheets
- Comprehensive Assessment Plan packets

Planning Years and 3-year Cycle

In the next year you will

- **Planning & Mapping Year (2019-2020) Annual Checklist**
- ☐ At In-Service, meet with the faculty in your Gen Ed Division or Technical Program and start identifying Program/Gen Ed Division Learning Goals and discussing a Program/Gen Ed-level Benchmark Assignment
- ☐ Set next meeting dates with fellow faculty (and invite adjuncts/gather their input) to finalize Program/Gen Ed Division Learning Goals, the Program/Gen Ed-level Benchmark Assignment, and the common grading rubric or answer key/test blueprint for the Program/Gen Ed-level Benchmark Assignment
- ☐ Meet with fellow faculty in your Academic Discipline and develop a course-level Benchmark Assignment in one System Wide Transfer or Statewide Aligned Common Courses
- ☐ Meet with VPAA to review accuracy of posted syllabi
- ☐ Update or create Master Course Outlines according to your personalized timeline
- ☐ Map your course competencies to Program/Gen Ed Division Goals and the Shared Performance Expectations (this goes on the MCOs)
- ☐ Attend any trainings offered on assessment (or watch the training videos)

Don’t Panic!

- You will have help from:
  - Academic Standards Committee (ASC) Liaison to help with course-level assessment
  - Instructional Council (IC) Liaison to help with Program/Gen Ed-level assessment
  - Assessment Peer Corps (APC) member to help with general questions about assessment
  - Director of Institutional Research
  - Vice President for Academic Affairs

Hard Work in the Trenches

- Faculty-defined iterative process

- Assessment Peer Corps
- Academic Standards (course-level)
- Instructional Council (program/gen ed-level)
- Assessment Committee (indirect assessment measures/institutional level)
- Curriculum & Instruction (curriculum oversight)

- New for 2019-2020 Technical Instructional Council

Is the glass half full or half empty?

The pessimist sees what's present today and can only imagine eventual decline. The glass is already half empty and it's only going to get worse.

The optimist understands that there's a difference between today and tomorrow. The glass is half full, with room for more. The vision is based on possibility, the future tense, not the present one.

Pessimists have trouble making room for possibility, and thus possibility has trouble finding room for pessimists.

As soon as we realize that there is a difference between right now and what might happen next, we can move ourselves to the posture of possibility, to the self-fulfilling engine of optimism.

- Seth Godin

We are on the road toward improving student learning and success at HCC.

Thank you all for joining in the movement toward possibility!

Learning Goals and Benchmark Assignments

ERIN SHAW, PH.D.

AUGUST 16, 2019

Learning Goals Definitions (Draft)

- **Program Learning Goals:** Specific, measurable statements of what graduating/exiting students should know, be able to do, believe, or value after completing the program.

- **General Education Division Learning Goals:** Specific, measurable statements of what students should know, be able to do, believe, or value after completing a Gen Ed requirement course from that Gen Ed Division.

Suskie, 2018, pg. 46-50

Reminders for Learning Goals

- (Think of KCOG and Program Alignment)
- Describe outcomes, not learning content, products, or activities
- Use concrete, observable action verbs when possible
- Be rigorous, yet realistic
- Be neither too broad nor too specific
- Be careful with compound statements (how will students achieve the goal and how you will assess it)
- Limit your goals (3-5 only)

Learning Goals Jigsaw

- Self-organize into Groups of 4
- Each group – separate the stapled packet into four sheets
- Each group member takes one sheet

- Take a few minutes and read your pages

Jigsaw cont.

- Now each person take turns explaining the basic ideas from their two pages to the group.
- After the first pairing has had sufficient time to discuss, rotate by having them find another partner and repeat. Do this until everyone has had a chance to share with the group.

- Note: For this activity, think of Program/Gen Ed Learning Goals in place of the acronym SLO.

Large Group

- Which of the tips did you find most helpful?

- What questions arose?
- What surprised you?

Benchmark Assignments

Program-level Benchmark Assignment

- **Program-level Benchmark Assignment:** An assignment that is designed to collect specific information on program learning outcomes. These assessments are typically evaluated by course instructors and then pooled across sections to evaluate student learning at the program level. If there are multiple sections it is compared each year. If you are the only instructor in your program, you would compare this evidence of student learning from year to the next.

Gen Ed-level Benchmark Assignment

- **Gen Ed-level Benchmark Assignment:** An assignment that is used across multiple courses (and sections of courses if applicable) of a Gen Ed Division in order to determine students' proficiency in particular course competencies. The assignment, prompt, or embedded test questions will be the same across multiple courses using the same rubric or test blueprint and answer key for evaluation.

1 Course-level and 1 Program/Gen Ed-level

- Select a course competency in one course to assess over the next three years.
- Select a Program or Gen Ed Learning Goal to assess over the next three years.

- Then select a Benchmark Assignment(s) to gather evidence that students have achieved the learning goal (or not).

Master Course Outlines

- See packets for sample Master Course Outline
- Personalized Cover Sheet has recommended course

Benchmark Assignment

- Pre/Post Test
- Embedded test questions
- Project Based Assessment
- Writing Assignment
- Portfolios
- Surveys
- Performance, etc., etc.

Save the Date

Dr. Sheri Barrett, Director, Office of Assessment, Evaluation and Institutional Outcomes at Johnson County Community College will be providing a **faculty training on Benchmark Assignments in Highland**

Thursday, September 5 at 3:00 p.m. in LSU-A

Please attend in person or via Zoom if possible. We will also ask to record the presentation.

Quick Reference Glossary

Course-level Assessment: Shared responsibility of all faculty who teach one or more sections of a multi-section course; assures consistency among sections in meeting course objectives in the approved course outline, as well as transfer and pre-requisite expectations; results in modifications to the course outline and to instruction in order to improve student outcomes.

Course-level Benchmark Assignment (CBA): An assignment that is used across multiple sections of a course in order to determine students' proficiency in particular course competencies. The assignment itself will be the same across multiple sections, from multiple instructors, using the same rubric for evaluation. The intent is to determine if a continuity of student experience exists across multiple sections of the same class.

Course Map: A chart identifying which program, gen ed, and institutional learning goals are addressed by each course competency and the corresponding learning activity. (*See example below from Master Course Outline template.*)

(Course Competency) This is what students will learn how to do	(Learning Activity) This is how students will learn how to do it	(Insert Assignment Option from list below) This is how students will show that they have learned how to do it	(Aligned Program/Gen Ed Division Goals and/or SPEs) And this learning will help students learn how to…

Gen Ed-level Assessment: Assessment that looks at how well all students who have completed a Gen Ed requirement have achieved a Gen Ed-level learning goal.

Gen Ed-level Benchmark Assignment (GEDBA): An assignment that is used across multiple courses (and sections of courses if applicable) of a Gen Ed Division in order to determine students' proficiency in particular course competencies. The assignment, prompt, or embedded test questions will be the same across multiple courses using the same rubric or test blueprint and answer key for evaluation.

MCO: Master Course Outline
The Master Course Outline, developed by a lead instructor, is a guide for the execution of each course which guarantees the content is consistent across all delivery methods.

Plan–Do–Check–Act (PDCA) Project: The main 'complete feedback loop' model suggested by HLC for use in its member institutions to document that their processes are working. Highland uses this PDCA model to document innovative teaching practices in the classroom through PDCA Projects that instructors complete for their annual Professional Development Plan.

SPE – Shared Performance Expectations: The six institutional outcomes or expectations that apply to all students and employees and serve as behaviors and traits that everyone should strive to possess during their HCC experience. These six traits are: be competent at your work; communicate effectively; respect others; make good decisions; act responsibly; and, work effectively in teams.

Detailed Timeline

Planning & Mapping Year (2019-2020)

Happy start of the semester! 2019-2020 will be a Planning & Mapping Year for all faculty. Then a 3-year assessment cycle will start in 2020-2021.

By the end of this year, you will have met with fellow faculty in your Academic Discipline and in your Program or Gen Ed Division and determined a Benchmark Assignment to gather Course-level and Program/Gen Ed-level evidence of student learning.

Before starting any assessment, it is important confirm the common syllabi in your Academic Discipline contain the accurate course competencies and that they are in alignment with the posted KCOG competencies (if applicable).

Once the syllabi are accurate, you will:

1) Map your course competencies to Program/Gen Ed Division Goals and the Shared Performance Expectations, and

2) Update or create Master Course Outlines for all of the Gen Ed requirements and Systemwide Transfer Courses that you teach.

This detailed timeline will describe what you should be working on each month for the Planning & Mapping Year and the entire 3-year assessment cycle.

August 2019

Main Priority: Start the Collaborative Conversations

At Fall Faculty In-Service, meet with the faculty in your Gen Ed Division and start identifying Gen Ed Division Goals and discussing a Gen Ed-level Benchmark Assignment.

What are 3 to 5 common learning goals that all students should be able to achieve after taking any Social & Behavioral Sciences Gen Ed course at HCC?

For one of those goals, start discussing what kind of Benchmark Assignment you would create to assess students' achievement of that learning goal across all of your classes?

This is likely to be a discussion that continues past In-Service. With everyone together establish the dates and times of your next meetings.

Don't Panic! This year you'll be assigned liaisons from Academic Standards Committee (course-level help), Instructional Council (program/Gen Ed-level help), and Assessment Peer Corps (all assessment questions) to help support you throughout this process.

☐ Set next meeting dates with fellow Gen Ed Division faculty to finalize Gen Ed Division Learning Goals and the Gen Ed-level Benchmark Assignment.

September 2019

☐ If you are doing a Fall PDCA project, submit the electronic PDCA Project Planning Form by Sept. 15th.

Main Priority: Syllabi Cleanup

Review the syllabi posted on the HCC website for all courses in your academic discipline/technical program. Which syllabi are inaccurate and need to go through C&I?

Schedule an appointment with the VPAA in September to discuss the status of syllabi and MCOs in your academic discipline, as well as the accuracy of syllabi in alignment with KCOG course competencies/KBOR statewide alignment. (For disciplines with multiple full-time faculty, this could be a group meeting or designate one person to meet with the VPAA on behalf of the group.)

☐ Reviewed all syllabi

☐ Met with VPAA about MCOs and syllabi

☐ Determined which month(s) this fall I will attend Curriculum & Instruction meetings for syllabi updates

October 2019

Main Priority: Course Mapping Training

Faculty training on mapping course competencies to Program/Gen Ed-level and Institutional-level learning goals (SPEs) co-hosted by Academic Standards Committee and Instructional Council. (There will be a prize drawing for attendees!)

By the end of this year, you will map your course competencies to Program or Gen Ed Division Learning Goals and/or the Shared Performance Expectations for all of the Systemwide transfer or Gen Ed requirements you teach.

☐ Attended the course mapping training in person or watched the video

November 2019/Early December 2019

Main Priority: Finalize Gen Ed Division Learning Goals and Benchmark Assignment for 3-year Cycle

If your Gen Ed Division has not finalized its Learning Goals and Gen Ed-level Benchmark Assignment, now is the time.

Reconvene with fellow Gen Ed Division faculty and be sure to invite your adjuncts to join you via Zoom if possible. Need a designated work time to motivate you? The Assessment Peer Corps members and I will provide assistance and refreshments on **Thursday, November 21 from 2:30 to 4:30 p.m.** in Highland. Your group is welcome to meet on their own any time though.

Come to agreement on your Gen Ed Division's Learning Goals. **Please have someone take minutes including on the final vote approving these goals and send them to the VPAA.**

Discuss where and how each of you are currently assessing those learning goals in all of your courses. **These are the learning goals you will map to your course competencies so be sure to take notes.**

Confirm the Gen Ed-level Benchmark Assignment that will be used to assess student learning in across at least one course from each area of that Gen Ed Division. As a group, agree upon a common rubric and calibrate the ratings so everyone will consistently evaluate students' achievement of a learning goal. If using embedded exam questions, create a test blueprint and common answer key so those questions can be added to all instructors' exams.

☐ Finalized Gen Ed Division's Learning Goals

☐ Finalized Gen Ed-level Benchmark Assignment

☐ Finalized common rubric or a test blueprint and common answer key for Gen Ed-level Benchmark Assignment

☐ If you completed a Fall PDCA Project, electronically submit your PDCA Project Results Form no later than the Monday following Finals Week.

January 2020

☐ If you are doing a Spring PDCA project, submit the electronic PDCA Project Planning Form by January 31st.

February 2020

Main Priority: Create Master Course Outlines

Do you have syllabi that still need to go through C&I? Get on the agenda now, don't delay.

By now, you have met with your Gen Ed Division faculty and identified Gen Ed Learning Goals for your Division. In February and March, you will update MCOs for any Systemwide Transfer or gen ed requirements you teach (see list at top of this document). On the MCOs, you are mapping each course competency to the corresponding Program/Gen Ed Learning Goals and/or SPEs.

You will serve as the Lead Instructor for these MCOs so that if adjuncts or new full-time faculty have questions, they know who to contact. If the course has a Course-level or Program/Gen Ed-level Benchmark Assignment as part of the course requirements, then instructors should contact you for the assignment and answers keys/rubrics.

Also this month, email your fellow full-time faculty and adjuncts from your **Academic Discipline**. In addition to the Program/Gen Ed-level assessment, **you are also planning a Course-level Benchmark Assignment that will be implemented next year.** This assignment would likely be used in one of the most commonly taken courses in your discipline and will be the focus of Course-level assessment for this three-year cycle.

Your updated syllabi and MCOs are due to the VPAA by April 30.

March 2020

Main Priority: Establish Course-Level Benchmark Assignment for 3-year Cycle

At the course level, your learning goals are already determined. At HCC, we call them Course Competencies and these are clearly listed at the top of each syllabi.

Need a designated work time to motivate you? The Assessment Peer Corps members and I will provide assistance and refreshments on **Thursday, March 5 from 2:30 to 4:30 p.m.** in Highland. Your group is welcome to meet on their own any time though.

Together with the full-time faculty and adjuncts in your Academic Discipline, design a **Course-level Benchmark Assignment** that will be used to assess student learning of a specific competency across all sections of a single course. Which competency does the group want to assess over the next three years? What assignment or common test questions can you all agree to implement in your sections of this course?

As a group, come to agreement on your Course-level Benchmark Assignment. **Please have someone take minutes and email the notes and final vote approving this assignment to the VPAA.**

Then agree upon a common rubric and calibrate the ratings so everyone will consistently evaluate students' achievement of a learning goal. If using embedded exam questions, create a test blueprint and common answer key so those questions can be added to all instructors' exams.

*If you need to update course competencies or other content on any syllabi, you should be on the C&I agenda no later than this month.

☐ Determined which course and course competency to assess for this Academic Discipline.

☐ Finalized Course-level Benchmark Assignment

☐ Finalized common rubric or a test blueprint and common answer key for Course-level Benchmark Assignment

April 2020

Main Priority: Finalize Master Course Outlines and Updated Syllabi

By April 30, you need to submit to the VPAA:

> Any updated MCOs with course competencies mapped to Program/Gen Ed-level and institutional-level learning goals (SPEs) for which you are the lead instructor.

If you prepare your First Day Handouts before leaving for summer break, be sure that you have included the Gen Ed-level Benchmark Assignment and the Course-level Benchmark Assignment.

May 2020

☐ If you completed a Spring PDCA Project, electronically submit your PDCA Project Results Form no later than the Monday following Finals Week.

Initial Collection & Reporting Year (2020-2021)

August 2020

Main Priority: Benchmark Assignments on First Day Handouts

Welcome back! This month, your First Day Handouts should include:

1 Course-level Benchmark Assignment for any sections of the course your Academic Discipline selected to assess for this 3-year cycle

1 Gen Ed-level Benchmark Assignment for any sections of the courses your Gen Ed Division selected to assess for this 3-year cycle

Attend any trainings (or watch the training video) on analyzing the data from your Benchmark Assignments.

September 2020 to December 2020

☐ If you are doing a Fall PDCA project, submit the electronic PDCA Project Planning Form by Sept. 15th.

Main Priority: Administer Benchmark Assignments

It is time to administer the Course-level Benchmark Assignment and the Gen Ed-level Benchmark Assignment in your courses between now and December.

Also, check in with the faculty in your Academic Discipline and your Gen Ed Division:

Does one person want to compile all of the results from the Course-level Benchmark Assignment or will it be a group effort?

Begin conversations about preferences for who and how you will analyze the data from your Course-level Benchmark Assignment and your Gen Ed-level Benchmark Assignment. Check in with the VPAA and Director of Institutional Research for assistance.

☐ If you completed a Fall PDCA Project, electronically submit your PDCA Project Results Form no later than the Monday following Finals Week.

January 2021 to March 2021

☐ If you are doing a Spring PDCA project, submit the electronic PDCA Project Planning Form by January 31st.

Main Priority: Analyze Initial Data and Administer Second Round of Benchmark Assignments

You now have collected your first direct evidence of student learning from your Benchmark Assignments!

Reconvene with your Academic Discipline faculty (or collectively select an individual) to complete analysis of the Benchmark Assignment data.

Reconvene with your Gen Ed Division faculty (or collectively select an individual) to complete analysis of the Benchmark Assignment data. The VPAA, Director of IR, and your APC liaison are available to help.

It is also time to administer the Course-level Benchmark Assignment and the Gen Ed-level Benchmark Assignment in your courses between now and May (if the course is offered).

April 2021

Main Priority: Reporting Out

"Arts" Divisions (Written & Oral Communication and Humanities & Fine Arts) present an Academic Discipline Report to Academic Standards Committee in April. Full details of this report will be shared in Fall 2020 but will likely include: A summary of Course-level evidence, what you've learned so far, and what changes you will make as well as alignment with the HCC Mission and Strategic Plan and budget requests (if applicable). You'll receive suggestions and feedback from Academic Standards Committee. Budget requests, compiled summaries, and Academic Standards Committee recommendations will be submitted to President's Staff for review.

"Sciences" Divisions (Mathematics, Social & Behavioral Sciences, and Natural & Physical Sciences) present a Gen Ed Division Report to Instructional Council in April. Full details of this report will be shared in Fall 2020 but will likely include: A summary of evidence of student learning, what you learned so far, and what changes you will make as well as alignment with the HCC Mission and Strategic Plan and any budget requests. Receive suggestions and feedback from Instructional Council. Budget requests,

compiled summaries, and Instructional Council recommendations will be submitted to President's Staff for review.

May 2021

☐ If you completed a Spring PDCA Project, electronically submit your PDCA Project Results Form no later than the Monday following Finals Week.

Continuous Improvement Year (2021-2022)

This year will feel a lot like last year. The only exception is you will present a report to a different committee in April.

August 2021

Main Priority: Benchmark Assignments on First Day Handouts

Welcome back! This month, your First Day Handouts should include:

1 Course-level Benchmark Assignment for any sections of the course your Academic Discipline selected to assess for this 3-year cycle

1 Gen Ed-level Benchmark Assignment for any sections of the courses your Gen Ed Division selected to assess for this 3-year cycle

Attend any trainings (or watch the training video) related to assessment.

September 2021 to December 2021

☐ If you are doing a Fall PDCA project, submit the electronic PDCA Project Planning Form by Sept. 15th.

Main Priority: Administer Benchmark Assignments

It is time to administer the Course-level Benchmark Assignment and the Gen Ed-level Benchmark Assignment in your courses between now and December.

Also, check in with the faculty in your Academic Discipline and your Gen Ed Division:

Does one person want to compile all of the results from the Course-level Benchmark Assignment or will it be a group effort?

Begin conversations about preferences for who and how you will analyze the data from your Course-level Benchmark Assignment and your Gen Ed-level Benchmark Assignment. Check in with the VPAA and Director of Institutional Research for assistance.

☐ If you completed a Fall PDCA Project, electronically submit your PDCA Project Results Form no later than the Monday following Finals Week.

January 2022 to March 2022

☐ If you are doing a Spring PDCA project, submit the electronic PDCA Project Planning Form by January 31st.

Main Priority: Analyze Initial Data and Administer Second Round of Benchmark Assignments

You now have collected your first direct evidence of student learning from your Benchmark Assignments!

Reconvene with your Academic Discipline faculty (or collectively select an individual) to complete analysis of the Benchmark Assignment data.

Reconvene with your Gen Ed Division faculty (or collectively select an individual) to complete analysis of the Benchmark Assignment data. The VPAA, Director of IR, and your APC liaison are available to help.

It is also time to administer the Course-level Benchmark Assignment and the Gen Ed-level Benchmark Assignment in your courses between now and May (if the course is offered).

April 2022

Main Priority: Reporting Out

"Sciences" Divisions (Mathematics, Social & Behavioral Sciences, and Natural & Physical Sciences) present an Academic Discipline Report to Academic Standards Committee in April. Full details of this report will be shared in Fall 2020 but will likely include: A summary of Course-level evidence, what you've learned so far, and what changes you will make as well as alignment with the HCC Mission and Strategic Plan and budget requests (if applicable). You'll receive suggestions and feedback from Academic Standards Committee. Budget requests, compiled summaries, and Academic Standards Committee recommendations will be submitted to President's Staff for review.

"Arts" Divisions (Written & Oral Communication and Humanities & Fine Arts) present a Gen Ed Division Report to Instructional Council in April. Full details of this report will be shared in Fall 2020 but will likely include: A summary of evidence of student learning, what you learned so far, and what changes you will make as well as alignment with the HCC Mission and Strategic Plan and any budget requests. Receive suggestions and feedback from Instructional Council. Budget requests, compiled summaries, and Instructional Council recommendations will be submitted to President's Staff for review.

May 2022

☐ If you completed a Spring PDCA Project, electronically submit your PDCA Project Results Form no later than the Monday following Finals Week.

Revisions & Decisions Year (2022-2023)

Revisions and Decisions Year includes planning & mapping for the next 3-year cycle

August 2022

Main Priority: Benchmark Assignments on First Day Handouts

Welcome back!

This year will involve reflecting on what you have learned and planning what you will collect in the future. However, you still need to administer your current Benchmark Assignments for one more year.

This month, your First Day Handouts should include:

1 Course-level Benchmark Assignment for any sections of the course your Academic Discipline selected to assess for this 3-year cycle

1 Gen Ed-level Benchmark Assignment for any sections of the courses your Gen Ed Division selected to assess for this 3-year cycle

September 2022

☐ If you are doing a Fall PDCA project, submit the electronic PDCA Project Planning Form by Sept. 15th.

Main Priority: Time to Reflect

Use what you learned from the Instructional Council and Academic Standards Committee recommendations, the Course and Program/Gen Ed-level evidence of student learning you have collected, and your annual PDCA project to revise your teaching and/or curriculum as needed.

What have you learned? What revisions do you need to make to your teaching/curriculum based on what you learned? What resources can the instituition provide to assist you?

Network with peers at transfer instititutions and schedule a time to meet to confirm your courses still align with those our students transfer into.

October 2022

Main Priority: Plan Gen Ed Division Learning Goals and Benchmark Assignment for Next 3-Year Cycle

Reconvene with fellow Gen Ed Division faculty and be sure to invite your adjuncts to join you via Zoom if possible. Determine any revisions to the Gen Ed Divison's learning goals based on a) what was learned from last year and b) any curriculum changes that were made.

Come to agreement on your Gen Ed Division's Learning Goals. **Please have someone take minutes and email the notes and final vote approving these goals to the VPAA.**

Discuss any updates to where and how each of you are assessing those learning goals in all of your courses. Update any course mapping changes on your Master Course Outlines by April.

Determine the Gen Ed-level Benchmark Assignment that will be used to assess student learning across at least one course from each area of that Gen Ed Division. As a group, agree upon a common rubric and calibrate the ratings so everyone will consistently evaluate students' achievement of a learning goal. If using embedded exam questions, confirm and then share the test answers so those questions can be added to all instructors' exams.

☐ Finalized Gen Ed Division's Learning Goals

☐ Finalized Gen Ed-level Benchmark Assignment

☐ Finalized common rubric or a test blueprint and common answer key for Gen Ed-level Benchmark

November 2022/Early December 2022

Main Priority: Finalize Gen Ed Division Learning Goals and Benchmark Assignment for Next 3-year Cycle

If your Gen Ed Division has not finalized its Learning Goals and Gen Ed-level Benchmark Assignment, now is the time.

Reconvene with fellow Gen Ed Division faculty and be sure to invite your adjuncts to join you via Zoom if possible. Come to agreement on your Gen Ed Division's Learning Goals. **Please have someone take minutes including on the final vote approving these goals and send them to the VPAA.**

Discuss where and how each of you are currently assessing those learning goals in all of your courses. **These are the learning goals you will map to your course competencies so be sure to take notes.**

Confirm the Gen Ed-level Benchmark Assignment that will be used to assess student learning across at least one course from each area of that Gen Ed Division. As a group, agree upon a common rubric and calibrate the ratings so everyone will consistently evaluate students' achievement of a learning goal. If using embedded exam questions, create a test blueprint and common answer key so those questions can be added to all instructors' exams.

☐ Finalized Gen Ed Division's Learning Goals

☐ Finalized Gen Ed-level Benchmark Assignment

☐ Finalized common rubric or a test blueprint and common answer key for Gen Ed-level Benchmark Assignment

☐ If you completed a Fall PDCA Project, electronically submit your PDCA Project Results Form no later than the Monday following Finals Week.

January 2022

☐ If you are doing a Spring PDCA project, submit the electronic PDCA Project Planning Form by January 31st.

February 2022

Main Priority: Create Master Course Outlines

Do you have syllabi that still need to go through C&I? Get on the agenda now, don't delay.

By now, you have met with your Gen Ed Division faculty and identified Gen Ed Learning Goals for your Division. In February and March, you will update MCOs for any Systemwide Transfer or gen ed requirements you teach (see list at top of this document). On the MCOs, you are mapping each course competency to the corresponding Program/Gen Ed Learning Goals and/or SPEs.

You will serve as the Lead Instructor for these MCOs so that if adjuncts or new full-time faculty have questions, they know who to contact. If the course has a Course-level or Program/Gen Ed-level Benchmark Assignment as part of the course requirements, then instructors should contact you for the assignment and answers keys/rubrics.

Also this month, email your fellow full-time faculty and adjuncts from your **Academic Discipline**. In addition to the Program/Gen Ed-level assessment, **you are also planning a Course-level Benchmark Assignment that will be implemented next year.** This assignment would likely be used in one of the most commonly taken courses in your discipline and will be the focus of Course-level assessment for this three-year cycle.

Your updated syllabi and MCOs are due to the VPAA by April 30.

March 2023

Main Priority: Establish Course-Level Benchmark Assignment for 3-year Cycle

At the course level, your learning goals are already determined. At HCC, we call them Course Competencies and these are clearly listed at the top of each syllabi.

Together with the full-time faculty and adjuncts in your Academic Discipline, design a **Course-level Benchmark Assignment** that will be used to assess student learning of a specific competency across all sections of a single course. Which competency does the group want to assess over the next three years? What assignment or common test questions can you all agree to implement in your sections of this course?

As a group, come to agreement on your Course-level Benchmark Assignment. **Please have someone take minutes and email the notes and final vote approving this assignment to the VPAA.**

Then agree upon a common rubric and calibrate the ratings so everyone will consistently evaluate students' achievement of a learning goal. If using embedded exam questions, create a test blueprint and common answer key so those questions can be added to all instructors' exams.

*If you need to update course competencies or other content on any syllabi, you should be on the C&I agenda no later than this month.

☐ Determined which course and course competency to assess for this Academic Discipline.

☐ Finalized Course-level Benchmark Assignment

☐ Finalized common rubric or a test blueprint and common answer key for Course-level Benchmark Assignment

April 2023

Main Priority: Finalize Master Course Outlines and Updated Syllabi

By April 30, you need to submit to the VPAA:

> Any updated MCOs with course competencies mapped to Program/Gen Ed-level and institutional-level learning goals (SPEs) for which you are the lead instructor.

If you prepare your First Day Handouts before leaving for summer break, be sure that you have included the Gen Ed-level Benchmark Assignment and the Course-level Benchmark Assignment.

May 2023

☐ If you completed a Spring PDCA Project, electronically submit your PDCA Project Results Form no later than the Monday following Finals Week.

Quick Reference Glossary

Course-level Assessment: Shared responsibility of all faculty who teach one or more sections of a multi-section course; assures consistency among sections in meeting course objectives in the approved course outline, as well as transfer and pre-requisite expectations; results in modifications to the course outline and to instruction in order to improve student outcomes.

Course-level Benchmark Assignment (CBA): An assignment that is used across multiple sections of a course in order to determine students' proficiency in particular course competencies. The assignment itself will be the same across multiple sections, from multiple instructors, using the same rubric for evaluation. The intent is to determine if a continuity of student experience exists across multiple sections of the same class.

Course Map: A chart identifying which program, gen ed, and institutional learning goals are addressed by each course competency and the corresponding learning activity. (*See example below from Master Course Outline template.*)

(Course Competency) This is what students will learn how to do	(Learning Activity) This is how students will learn how to do it	(Insert Assignment Option from list below) This is how students will show that they have learned how to do it	(Aligned Program/Gen Ed Division Goals and/or SPEs) And this learning will help students learn how to…

MCO: Master Course Outline
The Master Course Outline, developed by a lead instructor, is a guide for the execution of each course which guarantees the content is consistent across all delivery methods.

Plan–Do–Check–Act (PDCA) Project: The main 'complete feedback loop' model suggested by HLC for use in its member institutions to document that their processes are working. Highland uses this PDCA model to document innovative teaching practices in the classroom through PDCA Projects that instructors complete for their annual Professional Development Plan.

Program-level Assessment: Assessment that looks at how well all students in a program have achieved program-level learning goals.

Program-level Benchmark Assignment (PBA): An assignment that is designed to collect specific information on program learning outcomes. These assessments are typically evaluated by course instructors and then pooled across sections to evaluate student learning at the program level. If there are multiple sections it is compared each year. If you are the only instructor in your program, you would compare this evidence of student learning from year to the next.

SPE – Shared Performance Expectations: The six institutional outcomes or expectations that apply to all students and employees and serve as behaviors and traits that everyone should strive to possess during their HCC experience. These six traits are: be competent at your work; communicate effectively; respect others; make good decisions; act responsibly; and, work effectively in teams.

Detailed Technical Assessment Timeline

Planning & Mapping Year (2019-2020) Annual Checklist

☐ **August 2019** - At In-Service, meet with fellow Technical Program Instructors:

Think about the classes you teach and the ways you assess what your students have learned. Select one of your classes that requires more advanced skills to meet the course competencies. Pick one assignment that you will use each year to gather evidence that your students learned what you needed them to learn. (Note: This is called a Course Benchmark Assignment)

Construction, Diesel, Welding, Medical Office Assistant, and Precision Ag instructors sit with your counterparts from other locations and agree on the course and the assignment that you will use each year to gather evidence that students at all locations have learned what you needed them to learn.

Next, think about your Technical Program. What are the 3 to 5 things all students should be able to do or know after completing your program? These are bigger goals that a student should be achieving only after taking all of the classes in your program. At in-service, write down these 3 to 5 things. These are your Program Learning Goals.

From the list of 3 to 5 Program Learning Goals, pick one. What kind of assignment are you giving to students (or could you create) that would give you evidence that they achieved the bigger goal and learned what you wanted them to by the end of your program? Write down the goal you selected and what assignment you will give students to demonstrate their learning and turn it into the VPAA. (Note: This is called a Program-level Benchmark Assignment.)

☐ **September 2019** - If you are doing a Fall PDCA project, submit the electronic PDCA Project Planning Form by Sept. 15th.

☐ **October 2019** - Meet with VPAA and Director of Technical Education to review accuracy of posted syllabi and statewide alignment requirements. Go through Curriculum & Instruction (C&I) approval process for any syllabi that are inaccurate by the end of February.

In October, attend faculty training on mapping course competencies to Program-level and Institutional-level learning goals (SPEs). (There will be a prize drawing for attendees!)

Now that you know how to map course competencies to Program Learning Goals, you will need to complete Master Course Outlines for all Common Core courses in your program (see personalized cover sheet for the list of classes). Don't worry there will be help available.

☐ **November 2019** - Attend Technical Instructional Council training on implementing the 3-year assessment cycle. At this training, you will receive a packet of information about your Technical Program that you will use for the following year's reports. The information you wrote down at in-service will be returned to you as you will use it in the assessment cycle.

☐ **December 2019** - If you completed a Fall PDCA Project, electronically submit your PDCA Project Results Form no later than the Monday following Finals Week.

☐ **January 2020** - If you are doing a Spring PDCA project, submit the electronic PDCA Project Planning Form by Jan. 31st.

☐ **February and March 2020** – Receive your next Perkins purchase evaluation sheets and begin compiling your budget requests for 2020-2021. You will be required to write a short description of how your purchases are helping you meet your Technical Program's goals (which you drafted at in-service).

☐ **April 2020** – Perkins requests are due to Director of Technical Education. All updated syllabi are due to VPAA no later than April 30th.

☐ **May 2020** - If you completed a Spring PDCA Project, electronically submit your PDCA Project Results Form no later than the Monday following Finals Week.

Initial Collection & Reporting Year (2020-2021) Annual Checklist

☐ **August 2020** - Confirm First Day Handouts have been updated to include the agreed upon Course Benchmark Assignments (the common assignment you will give in one identified course this year)

☐ **September 2020** - If you are doing a Fall PDCA project, submit the electronic PDCA Project Planning Form by Sept. 15th.

☐ Administer the Course-level Benchmark Assignment in the semester that course takes place

☐ **November 2020** – Attend the Technical Instructional Council training to plan and prepare for your April presentation if this is the year your program is up for Program Review.

☐ **December 2020** - If you completed a Fall PDCA Project, electronically submit your PDCA Project Results Form no later than the Monday following Finals Week.

☐ **January 2021** - If you are doing a Spring PDCA project, submit the electronic PDCA Project Planning Form by Jan. 31st.

☐ **February to May 2021** - Meet with your Technical Program counterparts to review and analyze the compiled data from your common Course Benchmark Assignment (Don't worry there will be help provided.)

Review your Program Learning Goals – the 3 to 5 things all program completers should learn – and compile the data from the Program-level assignment you gave students to demonstrate one of these goals.

☐ **February and March 2021** – Receive your next Perkins purchase evaluation sheets and begin compiling your budget requests for 2020-2021. You will be required to write a short description of how your purchases are helping you meet your Technical Program's goals.

☐ **April 2021** – Perkins requests are due to Director of Technical Education. All updated syllabi are due to VPAA no later than April 30th.

☐ **April 2021** – The following Technical Programs will go before the Technical Instructional Council for Program Review:

- Nursing, Medical Office Assistant, Medical Coding, Personal Fitness Trainer, Computer Support Technology, Engineering Graphics, Business Technology, and Early Childhood

☐ **May 2021** - If you completed a Spring PDCA Project, electronically submit your PDCA Project Results Form no later than the Monday following Finals Week.

Continuous Improvement Year (2021-2022) Annual Checklist

*Same as last year but you present to a different committee in April

☐ **August 2021** - Confirm First Day Handouts have been updated to include the agreed upon Course Benchmark Assignments (the same common assignment you will give in the same course as last year)

☐ **September 2021** - If you are doing a Fall PDCA project, submit the electronic PDCA Project Planning Form by Sept. 15th.

☐ Administer the Course-level Benchmark Assignment in the semester that course takes place

☐ **November 2021** – Attend the Technical Instructional Council training to plan and prepare for your April presentation if this is the year your program is up for Program Review.

☐ **December 2021** - If you completed a Fall PDCA Project, electronically submit your PDCA Project Results Form no later than the Monday following Finals Week.

☐ **January 2022** - If you are doing a Spring PDCA project, submit the electronic PDCA Project Planning Form by Jan. 31st.

☐ **February to May 2022** - Meet with your Technical Program counterparts to review and analyze the compiled data from your common Course Benchmark Assignment (Don't worry there will be help provided.) Review your Program Learning Goals – the 3 to 5 things all program completers should learn – and compile the data from the Program-level Benchmark Assignment you gave students to demonstrate the goal you are assessing this 3-year cycle.

☐ **February and March 2022 -** Receive your next Perkins purchase evaluation sheets and begin compiling your budget requests for 2020-2021. You will be required to write a short description of how your purchases are helping you meet your Technical Program's goals.

☐ **April 2022** – Perkins requests are due to Director of Technical Education. All updated syllabi are due to VPAA no later than April 30th.

☐ **April 2022** – The following Technical Programs will go before the Technical Instructional Council for Program Review:

- Precision Agriculture, Agribusiness, Viticulture & Enology, Accounting, Business Administration, Criminal Justice, Commercial Photography, and Graphic Design

Decisions & Revisions Year (2022-2023) Annual Checklist

☐ **August 2022** - Confirm First Day Handouts have been updated to include the agreed upon Course Benchmark Assignments (the same common assignment you will give in the same course as last year)

☐ **September 2022** - If you are doing a Fall PDCA project, submit the electronic PDCA Project Planning Form by Sept. 15th.

☐ Administer the Course-level Benchmark Assignment in the semester that course takes place

☐ **November 2022** – Attend the Technical Instructional Council training to plan and prepare for your April presentation if this is the year your program is up for Program Review.

☐ **December 2022** - If you completed a Fall PDCA Project, electronically submit your PDCA Project Results Form no later than the Monday following Finals Week.

☐ **January 2023** - If you are doing a Spring PDCA project, submit the electronic PDCA Project Planning Form by Jan. 31st.

☐ **February to May 2023** - Meet with your Technical Program counterparts to review and analyze the compiled data from your common Course Benchmark Assignment (Don't worry there will be help provided.) Review your Program Learning Goals – the 3 to 5 things all program completers should learn – and compile the data from the Program-level assignment you gave students to demonstrate one of these goals.

☐ **February and March 2023** – Receive your next Perkins purchase evaluation sheets and begin compiling your budget requests for 2020-2021. You will be required to write a short description of how your purchases are helping you meet your Technical Program's goals.

☐ **March 2023** – All Technical Programs will submit a written report on Course-level Benchmark Assignment results to Academic Standards Committee. Full details of this report will be shared in Fall 2020 but will likely include: A summary of Course-level evidence, what you've learned so far, and what instructional and curricular changes you plan to make in alignment with the HCC Mission and Strategic Plan and budget requests (if applicable). You'll receive suggestions and feedback from Academic Standards Committee. Budget requests, compiled summaries, and Academic Standards Committee recommendations will be submitted to President's Staff for review.

☐ **April 2023** – Perkins requests are due to Director of Technical Education. All updated syllabi are due to VPAA no later than April 30th.

☐ **April 2023** – The following Technical Programs will go before the Technical Instructional Council for Program Review:

- Construction Technology, Welding, HVAC, Electrical, Auto Collision Repair, Auto Technology, and Diesel Technology

Before August 2023

☐ Use what you learned from the Technical Instructional Council, Academic Standards Committee, your Perkins reports, the Course and Program-level evidence of student learning you have collected, and your annual PDCA project to revise your teaching and/or curriculum as needed.

☐ Start thinking ahead. Select one of your classes that requires more advanced skills to meet the course competencies. Pick one Course Benchmark Assignment that you will use each year for the next three years to gather evidence that your students learned what you needed them to learn.

Next, think about your Technical Program. Do you have any changes to the 3 to 5 things all students should be able to do or know after completing your program? Send a confirmation of your 3 to 5 Program Learning Goals to the VPAA.

From the list of 3 to 5 bigger goals, pick one to evalutate. What kind of assignment are you giving to students (or could you create) that would give you evidence that they achieved that Program Learning Goals and learned what you wanted them to by the end of your program? Write down the goal you selected and what assignment you will give students to demonstrate their learning and turn it into the VPAA.

You can choose to continue the Course and Program-level Benchmark Assignments from the prior 3-year cycle but you must confirm the assignment is aligned with any updates to course competencies and Program Learning Goals.

Instructor Name: **Sharon Kibbe**

Academic Discipline(s)/Technical Program(s): **Accounting** **Business**

Program(s)/General Education Division(s):

Business & Accounting AAS

Recommended course for a Course-Level Benchmark Assignment:

Course-level Benchmark Assignment in one identified summative course. Administered across ALL sections of that course regardless of modality or location.

Recommended course from **Accounting** Discipline for the **Business & Accounting AAS** Program/Gen Ed-level Benchmark Assignment for the 3-year cycle ending in 2023:

Program-Level Benchmark Assignment in one identified summative course. Administered across ALL sections of that course regardless of modality or location.

*With careful planning the same assignment could be used for both Course and Program/Gen Ed-level assessment as long as the Benchmark Assignment is aligned with both course competencies and Program/Gen Ed Learning Goals.

Accounting will be up for course-level review before Academic Standards Committee in **2023.**

Business & Accounting AAS will be up for Program/General Education Division review before **Technical Instructional** Council in **2022**.

Master Course Outlines to be completed by you or a fellow faculty member as determined by that Academic Discipline:

System Wide Transfer Gen Ed courses or Statewide Aligned Common Courses

Additional System Wide Transfer courses

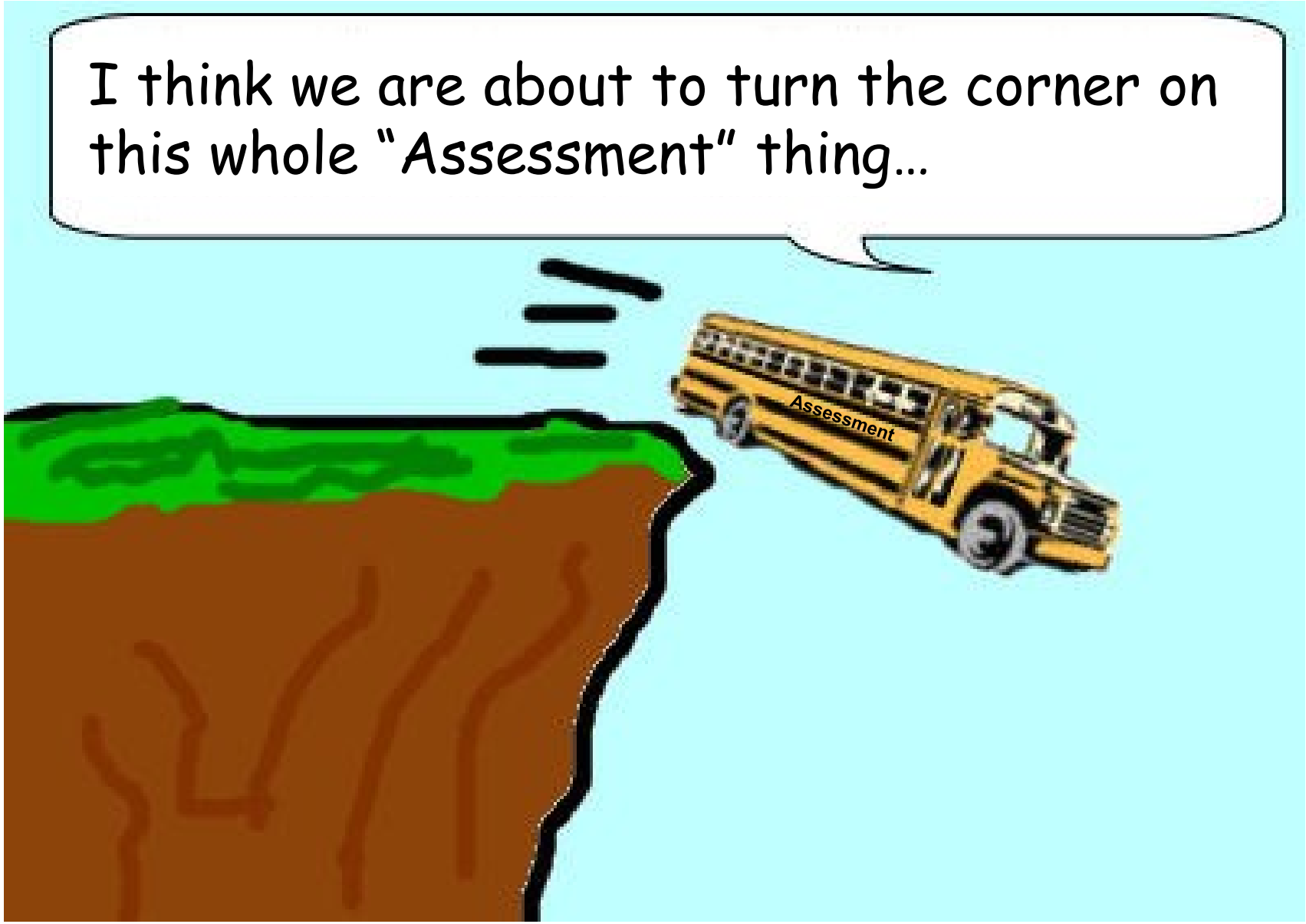
BUS 101, BUS 102, BUS 103, BUS 105, BUS 200, BUS 216

For Fall In-service, please participate in the **Technical Programs** group during the Developing Learning Goals breakout session.

From Assessment to Curricular Change

Improving Student Learning

Highland is **NOT** HERE



A Philosophical Debate

- Proving Student Learning
  - Focus is on an external audience
  - Often faculty have little influence in the process
  - Results can be difficult to tie to the actual teaching that occurs in the classroom
  - Purpose is to satisfy accountability requirements from state, accrediting bodies, stakeholders, etc.
- Improving Student Learning
  - Focus is on the program and the discipline
  - Faculty drive the assessment and the interpretation of results
  - Results are based on what happens in the classroom
  - Purpose is to improve student's learning in the classroom/ program/discipline

Assessment – Improving Student Learning

- Is linked to decision making about the curriculum – Paloma & Banta
- Measures real-life gaps in desired skills & performance – Swing, et. al.
- Leads to reflection and action by faculty – Paloma & Banta

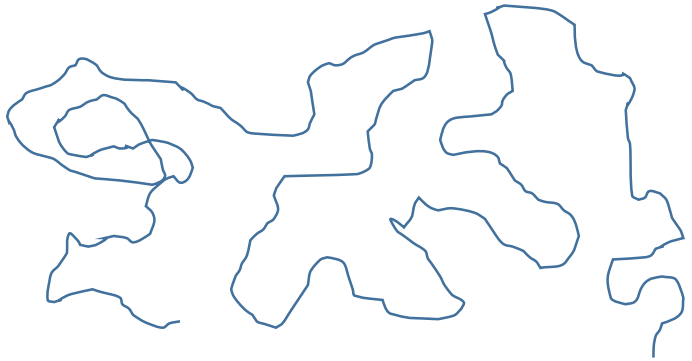
HCC's Definition of Assessment

- Assessment is the ongoing, systematic collection and analysis of data that is used to document the state of student learning relative to faculty-defined learning outcomes and expected educational achievements and **which informs decisions that lead to the improvement of teaching, learning and student success.**

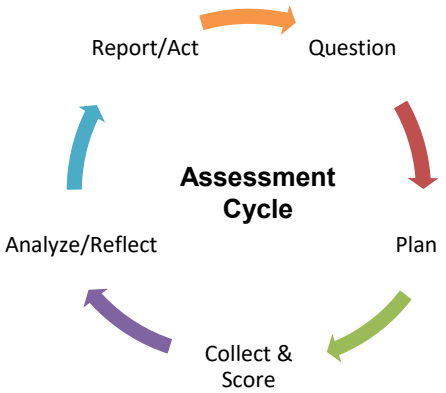
Getting to Improving Student Learning

- Start with asking the right questions

ASSESSMENT TRAIL



- Questions to assessment activities
  - What should students learn?
  - How well are they learning it?
  - What evidence do you have?
  - What are you doing with the evidence?



What does the "**right**" question look like?

- The right question is:
  - **Meaningful** – it is a question faculty want to know the answer to, and knowing the answer will help them impact student learning
  - **Measurable** – work at asking a question faculty can answer – this usually means narrowing the question
  - **Manageable** – it is important to keep the question and the process of collecting data manageable – this isn't the only or primary job faculty have

Tools of the Trade

- The Assessment Question drives Methodology of Assessment
  - Pre/Post Test
  - Embedded test questions
  - Project based assessment
  - Portfolios
  - Surveys
  - Performance, etc., etc.
- Faculty should discuss plans for:
  - Collecting the data – central repository?
  - In what classes – where in the curriculum do you teach it?
  - When in the semester/academic year should you assess?

Moving beyond "**collecting**" data

- Move beyond "averages"
- Look at the spread of the data
  - What does the spread indicate?
  - Is the data evenly distributed?
  - Are there large gaps? Where do they exist?
- **Has the faculty decided what is an acceptable level of student performance?**

From Assessment to Curricular Change

- Follow the data trail…
  - Data leads to students not understanding a concept
    - What is the benchmark of performance?
    - Curriculum mapping – where does the concept occur?
    - How is the concept taught? (pedagogy)
    - Where is the concept reinforced? (scaffolding)
    - What changes can be made to the curriculum to help students understand and apply the concept?
    - How will the program measure this curricular change to see if it is successful?

Following through…

- Next Assessment Cycle
  - What difference did the change make?
  - Was there a difference in performance?
- Rules of Thumb
  - Make sure appropriate time has elapsed for changes to be effective
  - Make sure the measurement is parallel to the previous assessment

Are we there yet?

- When is it time to move on from a learning outcome?

  ✓Did you see improvement?

  ✓Did you meet your benchmark performance? (more than once)

  ✓Are you satisfied?

  ✓Do you see a greater need/question that needs to be asked?

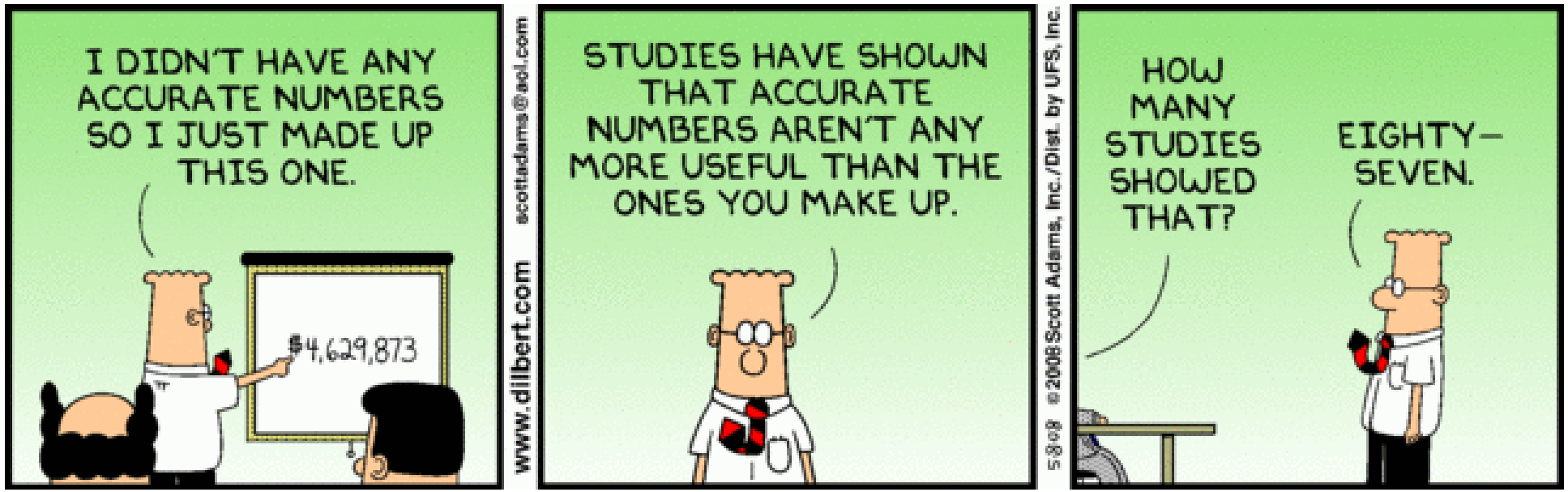
Assessment Audience – Who Cares?

- Although there are many who inquire about assessment, the primary audience is **YOU**
  - Reports and data analysis that don't focus on student learning are a waste of paper
  - Because you are the primary audience - Faculty must be engaged in making sense of and interpreting assessment results

Culture Matters

- Value Campus Culture & History
- Respect and Empower People
- Value Assessment by providing appropriate resources and infrastructure
- Value innovation & risk taking to improve teaching (even if it fails)

- Questions/Discussions



Highland Community College Assessment Committee Meeting

September 18, 2019, 3:15 p.m.

Members present: Pamela Fulbright (Faculty Chair,), Eleanor Hensley, Michelle Hurn, Eric Ketchum, Carol White, Mary Bryant, Jeff Hurn (Co-Chair) Erin Shaw, Liton Hasan

Members Absent: Ethan Forsberg

Jeff Hurn opened the meeting with the discussion of the agenda and Pamela discussed why the "Direct/Indirect Chart" was being revisited from last Spring 2019. It was agreed by the committee that Dr. Shaw would put the T-Chart together with Direct and Indirect, bringing it back to the committee to review.

Jeff moved onto the Recommendations to Improve Retention Rates from the 2018-2019 Assessment Committee. The question was asked what to do with the recommendations now that the Assessment Committee has come up with some ideas. Dr. Shaw agreed to take them to the Presidents Staff to consider. The committee reviewed and made some changes to the recommendations. Striking some of them and rewording some, leaving a total of 7 recommendations to be presented. Dr. Shaw mentioned that there are going to be changes in the near future due to the Title 3 grant.

Jeff reviewed and discussed the Student Outcome Data explaining how the figures were gathered and what years it covered. He shared that Highland Community College should be excited that we score so highly in the Student Success category.

It was decided by the committee that we would bring the NCCBP results to the next meeting and discuss them. Dr. Shaw was also asked to present to us what else she would like for us to cover for the year.

Meeting was adjourned at 4:15 p.m.

ASC Meeting Minutes
September 11, 2019
3:00-4:00 PM Zoom

Committee Members present:
Eleanor Hensley, Chair
Pamela Fulbright
Matt McElroy
Eric Ketchum (not able to attend, was at a TACC meting)
Mary Bryant
Michael Baggs
Ad Hoc Members
Dr. Erin Shaw- VPAA
Jeff Hurn- Institutional Research

Warm-up Activity- Where were you on September 11, 2001?

MCO discussion (Tech Program MCOs)

Erin shared the MCO template. The MCO will work for general education courses. We will start completing MCOs for all courses on the statewide transfer list. An MCO template for technical courses might need to be developed. We will be looking at statewide-aligned technical programs to start the MCO process.

PDCA discussion

Erin asked the committee if we still wanted to summarize the PDCA projects. Responses were mixed. APC members could do the summaries. Erin explained if we wanted we could add the PDCA to the peer coaching APC members will be doing. She also suggested the coaching might happen "organically". PDCA summaries could be posted on the Intranet. Committee members would like to see us share them at the PD day in the Spring. Matt is on the PD Committee and he said that was already in the works.

Course Mapping to the Program Goals and SPEs
Committee members had copies of the SPEs. It was decided the SPEs will be vetted by the APC, then taken to all committees for review. The committee generated several questions to consider for creating the rubric for reviewing the course benchmarking assignments. The potential questions included "What were you looking for? What are your expectations? , Is the benchmark assignment evaluating the competency?" Eleanor, Mary, Eric, Pamela, and Jeff volunteered to serve on a sub-committee to work specifically on the rubric.

Highland Community College Instructional Council
Minutes for September 26, 2019

Attending:

Ron Adams
Alexis Clements
Irene Covert
Jeff Hurn
Eric Ketchum
Denise Peters
Erin Shaw

Thursday, September 26 2:30 pm, LSU-A

Eric Ketchum welcomed the team to a new school year. He reviewed the three levels of assessment being implemented at HCC and reminded us of the five academic divisions that have been created. Communication liaisons were assigned for each division: Social and Behavioral Studies/Eric Ketchum, Science/Ron Adams, Written and Oral Communication/Stacy Freeman, Math/Shelley Smith, and Humanities and Fine Arts/Alexis Clements. Jeff Hurn also offered his assistance to each division.

It was confirmed that Technical Programs liaisons will be assigned under the Technical Instructional Council that is being formed.

As a group, we reviewed the goals created by division faculty at their August inservice. We reviewed Bloom's taxonomy for measurable verb usage. It was also discussed that the goals must be understandable to all users while remaining relevant to the program. The group had questions for clarification and/or suggestions for goal structure for the Science and Written and Oral Communication divisions. Ron and Erin will communicate with those divisions.

We discussed future meeting days and times. The 4th Thursday of the month will be used for meetings with the time to be confirmed after rechecking with faculty schedules.

ASC AGENDA
October 9, 2019
3:00-4:00 PM Zoom

Academic Standards Committee (ASC) Committee Members Present:

Eleanor Hensley, Pamela Fulbright, Matt McElroy, Mary Bryant, Michael Baggs, Dr. Erin Shaw, Jeff Hurn (Eric Ketchum had TACC Obligations)

October 9th Meeting Minutes

We reviewed minutes from September meeting for accuracy. There were no corrections or suggestions for changes.

In previous years, ASC wrote summaries for each of the PDCAs. The summaries are currently being done so there is no need for this committee to continue this practice.

Faculty members wanting/needing coaching can use their APC liaison to check-in or discuss the PDCA. Jeff asked that we all look at the faculty we are charged with mentoring through assessment this year. (At the APC meeting on the 2nd, Eleanor did ask if Jane Zaccardi, Director of Nursing, could serve as the liaison for nursing faculty. She agreed to the request.)

ASC has been charged to focus on course mapping and be a resource for faculty as they develop their course level benchmark assignments. The committee reviewed the rubric created by the sub-committee. There were several suggestions that were made and approved by the committee. The updated rubric is attached. Committee members thought the "questions for prompt" (attached) would be helpful to faculty as they develop their course level benchmarking assignments.
Committee members were asked to review the SPEs with the examples listed. There were no changes suggested.
Eleanor asked for any last minute suggestions for the course mapping workshop for faculty. The workshop date was changed from October 10th to the 24th.
Eleanor did mention the need for the committee to revisit the glossary in the near future.
The next APC meeting is scheduled for Wednesday November 13th at 3 PM.

Highland Community College Instructional Council
Minutes for November 12, 2019

Attending:

Ron Adams	Stacy Freeman	Alexis Clements	Shelley Smith
Eric Ketchum	Erin Shaw	Denise Peters	Sara Smith

Tuesday, November 12, 2019, Yost Conference Room

Eric Ketchum reminded us that this committee focuses on program and general education division level assessment. We were reminded that assessment is not evaluation. Assessment is used to gather evidence of student learning. It is important that all instructors understand this.

Eric reviewed the timeline and announced that our committee is waiting for tasks to be finalized on division outcomes, which should happen before the end of the semester. It was stressed that all full time faculty need to agree on the chosen outcomes. If an agreement hasn't been met, they need to keep discussing the outcomes. Faculty will be sharing the outcomes with adjunct instructors and give them the opportunity to provide comments and ask questions.

On Thursday, November 21 from 2:30-4:30 pm there will be a peer core workshop held. Communication liaisons will be available to assist and answer any questions. This time could also be used to work on benchmark assignments.

Once the benchmark assignments have been identified, the Benchmark Assignment Rubric will be used by our committee to score the submitted assignment. This will ensure that the chosen assessment meets the expected criteria needed for useful measurement. The goal will be to have the benchmark assignment score high on the rubric and if it does not, to provide guidance for revision.

The Technical Instructional Council has not been established yet. Interest has been shown, but the committee hasn't been finalized yet.

We discussed how to gather a list of all the adjuncts by discipline area. Directors will be alerted when emails go out to adjuncts to assist with prompting adjuncts to check their email, review, and respond.

We began brainstorming what content we want on the Program/General Education Division Review Form. We reviewed the previously used program review template to begin identifying what is needed and what isn't. Dr. Shaw shared HLC documentation of accreditation criteria. We will work on finalizing the review form in Spring 2020.

Eric announced that there was interest in setting up scantron training to help instructors use the tool to collect data. Stacy suggested also providing spreadsheet training to assist with manipulating the data. Our faculty members will suggest these topics for January in-service sessions. We discussed how scantron assessment could be used throughout the region and the possibility of using work study students to assist with data entry.

Dr. Shaw shared a draft listing of material needed in the box of data and who would be responsible for providing the information.

The next meeting is Tuesday, December 10 at 2:30 pm.

Divisions & Communication Liaisons:
Social and Behavioral Studies/Eric Ketchum
Science/Ron Adams
Written and Oral Communication/Stacy Freeman
Math/Shelley Smith
Humanities and Fine Arts/Alexis Clements

ASC Minutes

November 13, 2019 Meeting

Committee members present: Eleanor Hensley, Pamela Fulbright, Matt McElroy, Eric Ketchum, Mary Bryant, Michael Baggs, Liton Hasan, Dr. Erin Shaw- VPAA and Dr. Jeff Hurn- Institutional Research

Warm-up Activity - Everyone participated.

The minutes from the October meeting were reviewed. There were no changes made. We discussed the President's remarks about budget cuts. Erin said it was due to low enrollment. When asked what faculty could do to ensure/increase enrollment, Erin suggested faculty should look at teaching in various locations, using various modalities (IDL, Hybrid, Zoom).

Course level benchmark assignments- We discussed the rubric, how we will use it, and how we will let faculty know about it. It was agreed we should draft an e-mail to faculty in the Spring. Erin will help by doing a merge. We will send out the questions for prompts as well. We will ask faculty for their preferences regarding the questions. We did agree we should expect/hope for all 4s on the rubric. We want to collect the cleanest data possible. We also discussed the MCO. Erin said she hoped to have the final MCO built into Canvas.

We looked at the glossary and discussed what was missing or needed revision - we did some modification on a few definitions. Erin documented the modifications, and will send out the latest glossary once all assessment committees have a chance to review it.

We discussed the upcoming Assessment Workshop on the 21st. Erin said she would send out a shared folder so ASC members could see the information each faculty needed to work on, so we could mentor them at the workshop. Erin asked that Ethan and Eleanor help the technical faculty on that day. We discussed all of the resources available on the Intranet. We reviewed the focus of the planning and mapping year.

The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives.

- Robert John Meehan

Definition of Assessment

Assessment is the ongoing, systematic collection and analysis of data that is used to document the state of student learning relative to faculty-defined learning outcomes and expected educational achievements and which informs decisions that lead to the improvement of teaching, learning and student success.

Shared Values

We identify the following shared values with regards to the importance of assessment. We believe that assessment:

Is everyone's responsibility and provides the opportunity to self-assess and make improvements.

Guides the discovery of how well students are learning and how learning might be further enhanced as an integral part of the educational process.

Provides accountability to students, parents, taxpayers, and business and industry to attain and maintain high quality standards.

Informs short and long-term decisions to improve instruction and aligns with HCC's strategic plan and budget.

Takes place at the course/competency, program, and institutional level and encourages the consideration of meaningful, measurable data that can fit everyone regardless of location, modality, general education, or career and technical.

Includes the combination of external benchmarking with similar institutions, internal comparison of progress toward our targets, and compliance with requirements from outside entities.

Who's in the Trenches

Faculty-defined iterative process

Assessment Peer Corps

Academic Standards (course-level)

Instructional Council (program/gen ed-level)

Assessment Committee (indirect assessment measures/institutional level)

Curriculum & Instruction (curriculum oversight)

New for 2019-2020 Technical Instructional Council

Three Levels of Assessment

Course Level

- Course competencies confirmed

Program/Gen Ed Division-Level

- Learning goals will be developed with fellow faculty

Institutional Level

- Shared Performance Expectations (SPEs)

To Prepare….

Designate the Lead Instructor

Have a copy of the following:

- Your Personalized Assessment Timeline
- “Cleaned up” course syllabi (on the latest template)
- Your Program/Gen Ed Division Learning Goals
- A copy of the Shared Performance Expectations (SPEs)
- The MCO template

SHARED PERFORMANCE EXPECTATIONS

To Reflect the Skills and Behaviors Expected of College Employees and Students

Spring 2014

BE COMPETENT AT YOUR WORK

Know your area of work or study; consistently perform to expectations; use constructive feedback to improve.

COMMUNICATE EFFECTIVELY

Demonstrate the ability to create and understand messages -- in written, oral, or visual form.

RESPECT OTHERS

Show respect for other people and the environment; be open to perspectives different than your own; treat people and the environment with courtesy.

MAKE GOOD DECISIONS

Apply critical thinking processes -- examine assumptions, gather relevant and reliable data and information; make decisions based on evidence.

ACT RESPONSIBLY

Within your role at HCC, meet your commitments and be accountable for your own behavior and performance.

WORK EFFECTIVELY ON TEAMS

Contribute productively -- as a leader or a member of a team.

Course Level Mapping

Use the MCO template

For each competency listed in the syllabus:

- List the "Learning Activity" - **This is how students will learn how to do the course competency**
- "Assignment" - **This is how students will show that they have learned how to do the course competency** (see the "Assignment options to Choose From)
- "Aligned Program/Gen Ed Goals and/or SPEs" – **Learning this aligns with _____ Goal and/or SPEs** (you do not have to connect an SPE or Program Goals to each competency)

Remember

Clean Syllabi and MCOs due to VPAA by April 30, 2020

HIGHLAND COMMUNITY COLLEGE

Master Course Outline

Course Prefix Number Title
X Credit Hours (Specify Lecture or Lab)
Prerequisites: Course Prefix and Number
Lead Instructor:
Revision Date: 00/00/0000

Department:

Copy from syllabus

Course Description:

Copy from syllabus

Course Competencies:

Copy from syllabus

Course Content:

Copy from syllabus

Course Map:

Include only the assignment(s) for each course competency that are explicitly used to assess student knowledge or skills related to the competency. You do not need to connect an SPE or Program/Gen Ed Division Learning Goal to each course competency.

(Course Competency) **This is what students will learn how to do**	(Learning Activity) **This is how students will learn how to do it**	(Insert Assignment Option from list below) **This is how students will show that they have learned how to do it**	(Aligned Program/Gen Ed Division Goals and/or SPEs) **And this learning will help students learn how to…**

Course-level Benchmark Assignment:

This course has a Course-level Benchmark Assignment: ___ Yes ___ No

If yes, please contact the Lead Instructor listed at the top of this document for the Course-level Benchmark Assignment.

Program/Gen Ed-level Benchmark Assignment:

This course has a Program/Gen Ed-level Benchmark Assignment: ___ Yes ___ No

If yes, please contact the Lead Instructor listed at the top of this document for the Program/Gen Ed-level Benchmark Assignment.

Assignment Options to Choose From:

- Abstract or executive summary
- Advertisement or commercial
- Annotated bibliography
- Applied Skills Test
- Article/Textbook Review
- Biography or realistic fictional diary from a historical period
- Briefing paper
- Brochure or pamphlet
- Campaign speech
- Case Studies
- Case study/analysis
- Client report
- Collaborative group activity
- Database
- Debate or discussion
- Debriefing interview preparation
- Dramatization of an event or scenario, in writing or a presentation
- Editing and revision of a poorly written paper
- E-Portfolio/Portfolio
- Evaluation of opposing points of view or the pros and cons of alternative solutions to a problem
- Experiment or other lab experience
- Field notes
- Game invention
- Graph, chart, diagram, flowchart, or other visual aid
- Graphic organizer, taxonomy, or classification scheme
- Group Project
- Handbook or instructional manual
- Instructional Game
- Journal or blog
- Journals/Blog Entries
- Laboratory Work/Virtual Labs
- Letter to an editor or business
- Model, simulation, or illustration
- Narrative
- News report on a concept or from a historical period
- Online Threaded Discussion
- Oral history recording of an event
- Peer Review
- Plan to conduct a project or provide a service
- Plan to research and solve a problem
- Podcast
- Portfolio
- Poster, display, or exhibit
- Pre/Post Tests
- Presentation
- Presentation, demonstration, or slideshow
- Proposal for and justification of a solution to a problem
- Quiz/Test/Exam
- Reflection on what and how one has learned
- Regular Assignment/Homework
- Report
- Research Project
- Review and critique of one's own work or that of a peer, a performance, an exhibit, a work of art, a writer's arguments, or how something could have been done better
- Selected portions of a research paper (problem statement and lit review for example)
- Simulation/Demonstration/Instructor Observation
- Speech/Oral Interpretation
- Survey including analysis of the results
- Teaching a concept to a peer or child
- Video Project
- Video recording
- Website
- Written Assignment

Assessment Peer Corps (APC) with Dr. Jeff Hurn
Eleanor Hensley
Eric Ketchum
Ethan Forsberg
Mary Bryant
Michelle Hurn
Pamela Fulbright

Academic Standards Committee (ASC)
Eleanor Hensley, Chair
Eric Ketchum
Jeff Hurn
Mary Bryant
Matt McElroy
Mike Baggs
Pamela Fulbright

Assessment Committee
Jeff Hurn, Co-Chair
Pamela Fulbright, Co-Chair
Carol White
Eleanor Hensley
Eric Ketchum
Ethan Forsberg
Liton Hasan
Mary Bryant
Michelle Hurn

Instructional Council
Eric Ketchum, Chair
Alexis Clements
Denise Peters
Irene Covert
Jeff Hurn
Ron Adams
Sara Smith
Shelley Smith
Stacy Freeman

Faculty Name: **Ron Adams**

Who to contact for…

ANY assessment related questions including about your PDCA project:

Eric Ketchum eketchum@highlandcc.edu

Course-level assessment questions:

Eric Ketchum eketchum@highlandcc.edu

Program/Gen Ed-level assessment questions:

Ron Adams radams@highlandcc.edu

Humanities & Fine Arts Gen Ed Division Learning Goals

Students who complete a Humanities & Fine Arts General Education requirement course should be able to:

1. Identify Arts and Humanities across geographic locales, cultural movements, and/or historical periods.

2. Evaluate Arts and Humanities across geographic locales, cultural movements, and/or historical periods.

3. Categorize Arts and Humanities across geographic locales, cultural movements, and/or historical periods.

4. Appraise an experience within Arts and Humanities.

Mathematics Gen Ed Division Learning Goals

Students who complete a Mathematics General Education requirement course should be able to:

1. Solve application problems.

2. Manipulate rational expressions.

3. Solve equations.

Natural & Physical Sciences Gen Ed Division Learning Goals

Students who complete a Natural & Physical Sciences General Education requirement course should be able to:

1. Make observations of natural phenomena and draw conclusions using scientific methods.

2. Explain and apply everyday phenomena in terms of basic scientific concepts.

3. Explain and critique scientific information.

Social & Behavioral Sciences Gen Ed Division Learning Goals

Students who complete a Social & Behavioral Science General Education requirement course should be able to:

1) Explain proper uses of data, methodologies, and theories as they pertain to the student's field of study.

2) Summarize aspects of the history and structure of the student's field of study.

3) Identify facets of the diversity of the human experience and associated ethical considerations as it applies to the student's field of study.

Written & Oral Communication Gen Ed Division Learning Goals

Students who complete a Written and Oral Communication General Education requirement course should be able to:

1. Create a writing or speech for a specific purpose and audience.

2. Employ appropriate format for citing and listing sources.

3. Appropriately critique their own and others' spoken or written work.

Highland Community College Shared Performance Expectations (SPEs)

Examples Provided by the Assessment Peer Corps, Assessment Committee, and Instructional Council

Shared Performance Expectation #1

BE COMPETENT AT YOUR WORK: Know your area of work or study; consistently perform to expectations; use constructive feedback to improve.

Examples:

A. Demonstrates knowledge of assignment and/or in subject area.
B. Assignments, papers, projects, etc., meet or exceed teacher or supervisor expectations.
C. Feedback for improvement is received well and used to improve performance.
D. Uses basic technology appropriately.

Shared Performance Expectation #2

COMMUNICATE EFFECTIVELY: Demonstrate the ability to create and understand messages – in written, oral, or visual form.

Examples:

A. Expresses self clearly and effectively in manner that is appropriate to setting, audience and participants.
B. Uses professional/formal language.
C. Readily and accurately comprehends messages.
D. Fully participate in activity or discussion.
E. Regularly checks Highland e-mail, and responds appropriately.

Shared Performance Expectation #3

RESPECT OTHERS: Show respect for other people and the environment; be open to perspectives different from your own; treat people and the environment with courtesy.

Examples:

A. Demonstrates awareness of and willingness to consider others' points of view.
B. Treats others with empathy and courtesy.
C. Demonstrates respect for others' property, privacy and personal space.
D. Recognize and evaluate one's own intercultural sensitivity, awareness and attitudes.

Shared Performance Expectation #4

MAKE GOOD DECISIONS: Apply critical thinking processes – examine assumptions, gather relevant and reliable data and information; make decisions based on evidence.

Examples:

A. Obtains sufficient relevant information before making decisions.
B. Recognizes and examines own assumptions and biases and those of others and/or source material.
C. Accurately anticipates results and consequences of decisions.
D. Understand and apply mathematical reasoning, solve problems, and draw conclusions based on data.
E. Locate, identify, and evaluate information from sources.
F. Make conclusions supported by the scientific method.

Shared Performance Expectation #5

ACT RESPONSIBLY: Within your role or roles at HCC, meet your commitments and be accountable for your own behavior and performance.

Examples:

A. Arrives early enough to be in seat and ready to work at start of class (on time to class) (prepared to work at the start of class).
B. Accountability in attendance.
C. Submits required homework, projects, papers, etc., on time and in satisfactory fashion (academic work prepared/done) (completes work in a timely manner).
D. Utilizes class time effectively to foster own learning and without interfering with others.
E. Proper uniform or clothing for class activities.

Shared Performance Expectation #6

WORK EFFECTIVELY IN TEAMS: Contribute productively - as a leader or a member of a team.

Examples:

A. Contributes pertinent and reasonable ideas and suggestions.
B. Willingly accepts and fulfills tasks.
C. Attends and participates positively in team meetings or group activities.
D. Willing to help and receive help.

Revised October 23, 2019

From:	Erin Shaw
To:	.HCC - All Full-Time Faculty; Elizabeth Brey
Cc:	Joseph Koons; Jennifer Gay; Cara Baker; Lucas Hunziger; Irene Covert; Denise Peters; Sara Smith; Jeff Hurn
Subject:	Reminder: Faculty Assessment Work Nov 21
Date:	Friday, November 15, 2019 5:43:00 PM
Importance:	High

On the afternoon of Thursday, November 21, we have reserved time and space from 2:30 to 4:30 p.m. for interested faculty to be able to come together and work on assessment tasks with their colleagues.

Each location will have refreshments for participating faculty. Dr. Hurn and the Assessment Peer Corps members will be available in Atchison and Highland to move from group to group and answer questions. Zoom connections will be setup for Wamego, Perry, and Baileyville to connect with their fellow faculty in Atchison and Highland. We hope you'll be able to take advantage of this time to make progress on your Planning & Mapping Year tasks.

Please refer to below for specifics:

General Education Faculty (aka Gen Ed Divisions who want to meet or individual academic disciplines)

Meeting Ideas:

a. Determine which faculty member will email adjuncts for comment (email addresses will be provided for you)
b. Discuss (or finalize) Gen Ed -level benchmark assignment (and/or course-level benchmark assignment for your academic discipline)
c. Determine who will be the lead instructor on all MCOs in your academic discipline
d. Eat snacks and ask questions about components of the Comprehensive Assessment Plan

Where to Meet:

Natural and Physical Sciences	LSU-A and the LSU-A Zoom link
Written and Oral Communication	Admin Conference Room and Admin Conference Room Zoom link
Mathematics	Yost Zoom Conference Room and Yost Zoom link
Humanities and Fine Arts	CT 117
Social and Behavioral Sciences	CT 113
Any academic disciplines who want to meet separate from their Divisions	CT 121

AAS degree programs in Agribusiness, Photography, Graphic Design, Accounting, Criminal Justice, and Medical Coding

Meeting Ideas:

a. Finalize your AAS Program Learning Goals
b. Identify the course, program learning goal, and assignment that you will use for your Program-Level Benchmark Assignment

c. Work on drafts of any MCOs in your academic discipline (templates will be provided to you)
d. Join in the Gen Ed Division discussions if they apply to you
e. Eat snacks and ask questions about components of the Comprehensive Assessment Plan

Where to Meet:

If you need to meet with your Gen Ed Division see room list above
Any academic disciplines not meeting in Divisions CT 121

Technical Faculty (aka Western Center, Atchison, and Precision Ag in Highland)

Meeting Ideas:

a. Finalize your Technical Program Learning Goals
b. Identify the course, program learning goal, and assignment that you will use for your Program-Level Benchmark Assignment
c. Review your Personalized Assessment Timeline (Eleanor can help you get a new copy from the Intranet) and make a plan for when you will complete the remaining tasks on the list
d. Eat snacks and ask questions about components of the Comprehensive Assessment Plan

Where to Meet:

Diesel A2 (Atchison) and via IDL (Eleanor and Cara will help you connect)
Welding A1 (Atchison) and via Zoom (Eleanor will send you a Zoom link)
Precision Ag Via Zoom on work computers in your offices – if you need a link provided let me know

All other programs will be given space to break out in Building A so Ethan and Eleanor can come around to the different groups to assist with questions

Please let me know if you have any questions and I hope you'll be able to join us,

Erin

Erin Shaw, Ph.D.
Vice President for Academic Affairs
Highland Community College
(785) 442-6012
eshaw@highlandcc.edu
Schedule a meeting with me

From:	Erin Shaw
To:	Alexis Clements; Shayna Leahy; Todd Meier; Samuel M. Smith; Shane Finley; Eleanor Hensley; Eric Ketchum; Kristin Woodruff; Laura Young; Ron Adams; Amy Foley; Adam Graham; Melissa Illingworth; Frank Kuhn; Kenneth Larkins; Matthew McElroy; Harry Moeller; Liton Hasan; Margy Heddens; Michelle Hurn; Shelley Smith; Carol L. White; Rebekah Allen; Mary Bryant; Stacy Freeman; Pamela Fulbright; Theresa Grossman; Michael Kelley
Cc:	Jeff Hurn
Subject:	Course-level Assessment Update
Date:	Wednesday, January 29, 2020 8:40:00 PM
Attachments:	Gen Ed Course-level Benchmark Assignment Planning Worksheet.docx ASC Course Benchmark Assignment Review Rubric.docx

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Sending on behalf of Academic Standards Committee:

Dear Colleagues,

Continuing forward with the Comprehensive Assessment Plan, this spring we will be establishing Course-level Benchmark Assignments. At the course level, your learning goals are already determined. At HCC, we call them Course Competencies and these are clearly listed at the top of each syllabi.

Together with the full-time faculty and adjuncts in your Academic Discipline, design a **Course-level Benchmark Assignment** that will be used to assess student learning of a specific competency across all sections of a single course. Which competency does the group want to assess over the next three years? What assignment or common test questions can you all agree to implement in your sections of this course?

As a group, come to agreement on your Course-level Benchmark Assignment. Attached is a planning form that you may use to draft your answers before completing the online General Education Course Benchmark Assignment Planning Form (**due March 20th**). Then agree upon a common rubric and calibrate the ratings so everyone will consistently evaluate students' achievement of a learning goal. If using embedded exam questions, create a test blueprint and common answer key so those questions can be added to all instructors' exams.

Need a designated work time to motivate you? The Assessment Peer Corps members and I will provide assistance, refreshments, and prizes on **Thursday, March 5 from 2:30 to 4:30 p.m.** in Highland. Your group is welcome to meet on their own any time though.

By Friday, March 20th, you will need to submit the following to the VPAA:

- **A copy of the Course Benchmark Assignment**
- **A copy of the common rubric/test blueprint**
- **The notes and final vote from your Academic Discipline approving this assignment**

Academic Standards Committee will be reviewing the Course Benchmark Assignments using the attached Review Rubric. Your Academic Standards Committee liaison will contact you with any feedback or suggestions after their meeting on March 25th.

Please let us know if you have any additional questions,

The Academic Standards Committee

Eleanor Hensley, Chair
Mary Bryant
Pamela Fulbright
Liton Hasan
Matt McElroy
Eric Ketchum

Course-level Benchmark Assignment Planning Form

Along with fellow faculty, agree on the course competency and the assignment that will be used to gather evidence that students at all locations have learned what you needed them to learn. Please remember to design an assignment that can be administered across all modalities (on-ground, online, IDL, and concurrent).

(NOTE: You need to email VPAA Erin Shaw the actual assignment and the common rubric or the common test questions and test blueprint along with this worksheet.)

1. Lead Instructor for the Course-level Benchmark Assignment:

Enter your answer

2. Date:

Please input date in format of M/d/yyyy

3. Email:

Enter your answer

4. Cell (optional):

Enter your answer

5. Gen Ed Course Name and Number:

Enter your answer

6. Course Competency Identified for Course Benchmark Assignment:

Enter your answer

7. Please describe the Course Benchmark Assignment that will be administered to collect evidence that your students learned what you needed them to learn (aka met the competency listed above):

Enter your answer

8. This assignment will be graded with a:

- Common rubric
- Test Blueprint

9. Please describe in detail how the data/information gathered from this assignment will be used to improve student learning:

Course-Level Benchmark Assignment Planning Form - Review Rubric

	4 **Fully Present**	3 **Majority Present**	2 **Minimal Present**	1 **Not Present**
Course, Instructor, and Assessed Course Competency Identified	The course, instructor, and course competency are clearly identified.			The course, instructor, and course competency are not clearly identified.
Course Benchmark Assignment Mapped to Course Competency	The Course Benchmark Assignment is clearly mapped to one specific course competency.			The Course Benchmark Assignment is not mapped to any course competency or is mapped to more than one competency.
Administration of Course Benchmark Assignment across all delivery methods	The Course Benchmark Assignment can be administered across all modalities as currently designed.	The Course Benchmark Assignment could be administered across all modalities with minimal modification to the current design.	The Course Benchmark Assignment could be administered across all modalities with significant modification to the current design.	The Course Benchmark Assignment cannot be administered across all modalities as currently designed.
Evaluation Tool for Course Benchmark Assignment	A common rubric or test blueprint are provided for evaluation of the Course Benchmark Assignment.	A common rubric or test blueprint are mostly developed for evaluation of the Course Benchmark Assignment.	A common rubric or test blueprint are partially developed for evaluation of the Course Benchmark Assignment.	A common rubric or test blueprint are not provided for evaluation of the Course Benchmark Assignment.
Utilization Course Benchmark Assignment Data to Improve Student Learning	It is clear how the data from the Course Benchmark Assignment will be used to improve student learning as currently designed.	It is mostly clear how the data from the Course Benchmark Assignment will be used to improve student learning as currently designed.	It is minimally clear how the data from the Course Benchmark Assignment will be used to improve student learning as currently designed.	It is not clear how the data from the Course Benchmark Assignment will be used to improve student learning as currently designed.

A Successful Outcome Expectation is Clearly Stated in the Course Benchmark Assignment	The expectations of the Course Benchmark Assignment are clear as currently designed.	The expectations of the Course Benchmark Assignment are mostly clear as currently designed.	The expectations of the Course Benchmark Assignment are minimally clear as currently designed.	The expectations of the Course Benchmark Assignment are not clear as currently designed.
Course Benchmark Assignment Allows for the Collection of Direct Data to Show Evidence of Student Learning	The Course Benchmark Assignment allows for the collection of direct data to show evidence of student learning.	The Course Benchmark Assignment mostly allows for the collection of direct data to show evidence of student learning.	The Course Benchmark Assignment minimally allows for the collection of direct data to show evidence of student learning.	The Course Benchmark Assignment does not allows for the collection of direct data to show evidence of student learning.

From:	Erin Shaw
To:	Shayna Leahy; Todd Meier; Samuel M. Smith; Shane Finley; Eleanor Hensley; Eric Ketchum; Kristin Woodruff; Laura Young; Ron Adams; Amy Foley; Adam Graham; Melissa Illingworth; Frank Kuhn; Kenneth Larkins; Matthew McElroy; Harry Moeller; Liton Hasan; Margy Heddens; Michelle Hurn; Shelley Smith; Carol L. White; Rebekah Allen; Mary Bryant; Stacy Freeman; Pamela Fulbright; Theresa Grossman; Michael Kelley
Cc:	Jeff Hurn
Subject:	Assessment Work Time Coming Up March 5th
Date:	Tuesday, February 25, 2020 3:45:00 PM
Importance:	High

Dear Gen Ed faculty,

I know all of you are hard at work on Course-level Benchmark Assignments, Gen Ed Division Learning Goals, Gen Ed Division Benchmark Assignments, and Master Course Outlines. You are doing a great job and I know this task is extremely challenging!

The good news is you have help! The Assessment Peer Corps members, Dr. Hurn, and I will provide assistance, refreshments, and prizes on **Thursday, March 5 from 2:30 to 4:30 p.m.** in LSU-A in Highland. (If there are several groups who need to zoom then we'll expand to other rooms depending on the RSVPs below).

In order to plan for food and classrooms, please RSVP to me by Tuesday, March 3rd.

1. If you are attending and will you be attending in person or via Zoom?
2. Will you be attending for a) individual assistance or b) with your Academic Discipline/Gen Ed Division (aka you need a room and maybe a zoom link to regional folks)?

Thank you for all you do,

Erin

Erin Shaw, Ph.D.
Vice President for Academic Affairs
Highland Community College
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Schedule a meeting with me

Progress Report
Planning & Mapping Year (2019-2020)

Name: Adam Graham

The Gen Ed Division's Learning Goals have been drafted, finalized and signed.

Yes

Adjunct feedback and notes on the approval meeting for those Learning Goals has been submitted to the VPAA.

Yes

Lead Instructors have been selected for each MCO assigned in your Gen Ed Division.

Not yet received

What will be used for the Gen Ed-level Benchmark Assignment (e.g. paper prompt, speech, test, etc) has been identified.

Idea drafted - need to design specifics

The assignment and common rubric or test blueprint with common answer key for the Gen Ed-level Benchmark Assignment have been designed and sent to the VPAA.

Not yet received

The course and course competency to assess for my Academic Discipline's Course-level Benchmark Assignment has been determined.

Not yet received - PS 107 suggested

What will be used for my Academic Discipline's Course-level Benchmark Assignment has been identified.

Not yet received

The assignment and common rubric or test blueprint with common answer key for the Course-level Benchmark Assignment has been designed and sent to the VPAA.

Not yet received

Submit to the VPAA by April 30, any MCOs for which you are the lead instructor. The MCOs should include each course competency mapped to Program/Gen Ed-level and institutional-level learning goals (SPEs).

**If you prepare your First Day Handouts before leaving for summer break, be sure that you have included when you will administer the Gen Ed-level Benchmark Assignment and the Course-level Benchmark Assignment in the applicable course on your fall schedule. This is not something you tell students, only that you double check for yourself.