Monitoring Report to the

Middle States Commission on Higher Education (MSCHE)

From

HARRISBURG AREA COMMUNITY COLLEGE
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March 1, 2014

Subject of the Follow-Up Report:

"To request a monitoring report, due March 1, 2014, documenting evidence that the institution has achieved and can sustain compliance with Standard 12 (General Education). To request that the monitoring report include, but not be limited to, evidence of (a) an organized, systematic, and sustainable process to assess the achievement of general education learning goals; (b) sufficient, convincing evidence that students are achieving key learning outcomes in general education; and (c) that results are used to improve teaching and learning (Standard 12). To further request that the monitoring report also provide evidence of the appropriate implementation of educational management software to support and enhance assessment processes (Standards 7 and 14)."

Date of the Evaluation/Follow-Up Team's Visit:
September 23-25, 2013

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Introduction

Harrisburg Area Community College (HACC) is Pennsylvania's first community college. Celebrating 50 years of providing educational opportunities to residents in the Central Pennsylvania service area, the institution currently offers 160 associate career and transfer degrees, certificates, and diplomas to approximately 20,000 credit students through its five campuses – Gettysburg, Harrisburg, Lancaster, Lebanon, and York - in addition to its Virtual Learning venue. Furthermore, the College boasts of being one of the largest providers of workforce training in the state with approximately 25,000 students receiving training in public safety, job skills, healthcare, technology and trades training, and computer skills.

In the most recent commission action, dated November 21, 2013, the Middle States Commission on Higher Education acted to

> *… accept the monitoring report and to note the visit by the Commission's representatives. To note that the institution is now in compliance with Standard 7 (Institutional Assessment) and Standard 14 (Assessment of Student Learning). To continue to warn the institution that its accreditation may be in jeopardy because of insufficient evidence that it is in compliance with Standard 12 (General Education). To note that the institution remains accredited while on warning. To request a monitoring report, due March 1, 2014, documenting evidence that the institution has achieved and can sustain compliance with Standard 12 (General Education). To request that the monitoring report include, but not be limited to, evidence of (a) an organized, systematic, and sustainable process to assess the achievement of general education learning goals; (b) sufficient, convincing evidence that students are achieving key learning outcomes in general education; and (c) that results are used to improve teaching and learning (Standard 12). To further request that the monitoring report also provide evidence of the appropriate implementation of educational management software to support and enhance assessment processes (Standards 7 and 14).*

HACC was issued a warning in November 2012 notifying the institution that its accreditation was at risk as a result of non-compliance with three of the 14 Middle States standards - 7 (Institutional Assessment), 12 (General Education), and 14 (Assessment of Student Learning). The College submitted a monitoring report on September 1, 2013 and was visited by a Middle States Review Team later that month. In November 2013, the College was notified that the Commission acted and determined that HACC demonstrated compliance with Standard 7 and Standard 14. However, the commission continued the warning because insufficient evidence was presented to demonstrate compliance with Standard 12. The Commission requested a second monitoring report, due March 1, 2014, providing evidence that HACC has assessed its General Education Competencies using a planned and viable assessment process, and that students are attaining the crucial learning outcomes. Additionally, this report is to show that these findings are being used to improve the teaching and learning process, and that HACC is

appropriately implementing its assessment management software (Tk20) in order to support and enhance its assessment processes.

Furthermore, the visiting team's final report offered the following suggestions, recommendations, and requirements.

Suggestions:

- *"Assess the effectiveness of the shared governance structure on a regular basis."* (see page 25)
- *"Complete the search for a permanent Chief Academic Officer as expediently as possible."* (see page 5)
- *"The college may wish to map each general education competency to a particular course and complete a full cycle of general education assessment prior to initiating the more complex process of aligning general education competencies to program student learning outcomes."* (see page 5)
- *"Ensure that existing evidence of student learning assessment is well documented in all future reports to Middle States."*
- *"Revisit the concept of the linkages between general education competencies and program assessment as this connection may result in unintended complications."* (see page 24)
- *"The college should continue to explore strategies for effectively including adjunct faculty in student learning assessment activities."* (see page 5)

Recommendations:

- *"Continue migrating all assessment plans into Tk20™ management software system."* (see page 22)

Requirements:

- *"Complete a full cycle of general education assessment, collect and analyze data relevant to all competencies, and use the assessment information to improve teaching, learning, and the assessment process."* (see page 5)

Accomplishments and Current Status

Progress Since September 23-25, 2013 MSCHE Team Visit and Report

Since the September 23-25 MSCHE Team Visit and Report, the institution has strengthened the College-wide Assessment Committee (CWAC) in a manner that will help sustain assessment efforts; appointed a new provost; modified the adjunct appointment letter to require assessment activities as part of adjunct duties; conducted assessments of the five General Education

Outcomes that were not assessed at the time of the September 2013 visit; and further implemented and deployed the Tk20 assessment management system.

1. Provost/Vice-President of Academic Affairs Named

HACC appointed Dr. Cynthia Doherty to the position of provost and vice-president of academic affairs effective January 1, 2014 following a comprehensive national search. Dr. Doherty has been with the College for 21 years and has held a number of positions with HACC prior to this appointment. She served for 10 years in the classroom, 10 years in academic affairs administration, and the last year as the interim vice-president of HACC's Harrisburg Campus. Dr. Doherty was also instrumental in the development of HACC's current strategic plan and worked closely with the accreditation liaison to write the recent MSCHE monitoring report.

2. Adjunct Faculty Participation

As a result of previous assessments, it became apparent that a substantial proportion of adjunct faculty members were not actively participating in the assessment process. To make clear the institution's expectations for adjunct participation in the assessment process, the Adjunct Assignment Letter (see Appendix 1) was changed through the College's Shared Governance process to clarify expectations. Adjunct faculty members are now formally required to participate in student learning outcome assessments. In addition, beginning Spring 2015, the length of semesters will be modified from 15 to 14 weeks to allow additional time for faculty to attend to academic responsibilities (i.e., curriculum development, faculty/adjunct development, and assessment). The college also continues to explore more opportunities for adjunct development in assessment through training and workshops.

Standard 12 - General Education Assessment

1. General Education Progress To-Date

Previously, General Education at HACC focused on providing students with core knowledge of key areas in learning. The General Education Core provided the foundation for a common body of essential knowledge and skills, taught and reinforced through courses selected in the knowledge and core abilities.

A Core Assessment of the General Education curriculum was conducted in Fall 2011. Guided by the results of the 2012 General Education Core Assessment Report, the College has moved towards a competency-based assessment process. In light of the report findings, six overarching outcomes - Information Literacy, Critical Thinking, Technology Literacy, Oral Communication, Written Communication, and Quantitative Literacy - were developed to encompass General Education at HACC rather than class-defined processes that related to specific Core courses. Initially, under this plan, one outcome would have been assessed each semester, culminating in all General Education Outcomes being assessed over a period of 3 years (6 semesters).

At the time of the MSCHE small team visit, the new general education assessment process had only been in place long enough to assess one outcome - Written Communications. Therefore, the visiting team determined that HACC was not able "*to provide evidence that it has been*

systematically implemented, is sustainable, and has been used to improve teaching and learning across all of the general education competencies." Immediately after the Middle States small team visit, HACC moved forward with a suggestion from the visiting team that:

> *"The college may wish to map each general education competency to a particular course and complete a full cycle of general education assessment prior to initiating the more complex process of aligning general education competencies to program student learning outcomes.*"

HACC's initial plan to assess the six General Education Outcomes over a three-year period did not allow for timely improvements of two-year programs. Therefore, the plan was modified by CWAC to assess two General Education Outcomes per semester, resulting in a complete cycle of general education assessments every one and a half years or every three semesters (see Table 1 and Appendix 2).

In accordance with the MSCHE visiting team's suggestion, the College proceeded to map particular courses to each of the six General Education Outcomes. The identified courses offered embedded assessment assignments, and multiple sections of these courses were held during the Fall 2013 semester. Consequently, a sufficient number of assignments were completed by the end of the Fall 2013 semester to provide reasonable sample sizes for assessing each of the outcomes. With the assessment of Written Communication having been completed in the Spring 2013 semester, this positioned HACC to complete a full cycle of General Education assessments by early Spring 2014.

For five of the General Education Outcomes, specific scoring rubrics (see Appendixes 3 - 8) were applied to the assessment artifacts. The assessment of Technology Literacy used three standardized exams (MS Word, MS Excel, and MS Access) in Pearson's MyITLab. Data were collected at the end of the Fall 2013 semester, scored, and analyzed by CWAC with assistance from the Office of Institutional Research and Assessment. Artifacts were gathered from numerous courses and CWAC members then organized into "juries" to norm the rubrics and assess student performance. Four of the six General Education Outcomes were assessed using Tk20's Juried Assessment functionality.

Below is a summary of the methods, artifacts, and plans for further assessment for each of the General Education Outcomes**.**

Table 1. General Education Assessment Plan Detail

General Education Outcomes	Spring -Fall 2013 Artifact / Evidence Sources	Current Plan
Information Literacy	• 72 sections of ENGL 102 • 179 samples of student	Spring 2014. A group of courses designated as fulfilling

	writing, including works cited pages, assessed in Tk20's Juried Assessment by 20 reviewers	student learning outcomes for information literacy through Tk20 course mapping will submit samples of student work, which will be assessed through Juried Assessment in Tk20.
	Community College Survey of Student Engagement (CCSSE) - two questions indirectly assessed students' experiences with, and opportunities to practice, information literacy skills.	Spring 2014. Survey will be given to as many as 5,760 students during a class period between March and May.
Critical Thinking	• ARCH 101, CJ 104, COMM 110, EXSC 102, MA 140, PHIL 101, HUM 201, SOCI 202, CHEM 101, MATH 202 • Six reviewers in Tk20's Juried Assessment assessed 207 samples of student writing	Spring 2015.
	CCSSE (Spring 2012) - used five questions to indirectly assess students' experiences with critical thinking exercises.	Spring 2014. Survey will be given to 5,760 students during a class period between March and May.
Quantitative Literacy	• MATH 103 and MATH 121 • 179 samples of a multi-part math word problem assessed in Tk20's Juried Assessment by 3 reviewers.	Spring 2014. A group of courses designated as fulfilling student learning outcomes for quantitative literacy through Tk20 course mapping will submit samples of student work, which will be assessed through Juried Assessment in Tk20.
	CCSSE (Spring 2012) - One question indirectly assessed	Spring 2014. Survey will be given to 5,760 students during a

	students' opportunities to practice quantitative literacy skills.	class period between March and May.
Written Communication	• ENGL 101, SOCI 201, PSYC 101, and HUM 201 • 113 samples of student writing assessed by 4 reviewers	Spring 2015.
	CCSSE (Spring 2012) - three questions indirectly assessed students' experiences with written communication exercises.	Spring 2014. Survey will be given to 5,760 students during a class period between March and May.
Oral Communication	• CJ 101, DH 101, DMS 270, ENGL 102, COMM 101 • 62 videos of student speeches assessed with Tk20 Juried Assessment by 3 reviewers • 106 student speeches assessed by instructors in class	Fall 2014.
	CCSSE (Spring 2012) - two questions indirectly assessed students' experiences with, and opportunities to practice, oral communication skills.	Spring 2014. Survey will be given to 5,760 students during a class period between March and May.
Technology Literacy	• CIS 105 • 1,059 MS Word exams, 989 MS Excel, and 903 MS Access exams assessed in MyITLab	Fall 2014.
	CCSSE (Spring 2012) - two questions indirectly assessed students' experiences with using technology at the college.	Spring 2014. Survey will be given to 5,760 students during a class period between March and May.

Information Literacy Assessment

English (ENGL) 102 - English Composition II was selected for assessment of the information literacy competency. Fifty-four out of the 93 associate degree programs identified this course as providing critical support to students in meeting this outcome. Five students were randomly selected from each of the 72 sections of the ENGL 102 course taught Fall 2013. A letter was then sent to the course instructors, which requested a writing sample with a works-cited page from each of the selected students. If a sample was not available from a selected student, instructors were asked to cite the reason for the missing sample (e.g., student dropped the course, did not turn in the assignment, etc.). All student artifacts were sent to the Office of Institutional Research and Assessment, where they were stripped of all identifying information and scanned into the Tk20 system. One hundred and seventy-nine artifacts were assessed by a group of 20 faculty members. Assessment was completed by applying a standard rubric rated on a four-point Likert-type scale to each artifact (see Appendix 3). The rubric rated artifacts on four criteria - Finding Relevant Information, Evaluating Information, Organizing Information Effectively to accomplish the assigned goal of the assignment, and Using Information Ethically - with scores ranging from one (no/limited proficiency) to four (advanced proficiency). Prior to assessment, the group of reviewers met and normed the rubric by scoring five artifacts and discussing scoring discrepancies. Each of the collected artifacts was assessed by two reviewers, and the mean of the two scores was used as the final score for the artifact.

Fifty-one percent of the artifacts requested were returned for assessment. Missing artifacts were due to students withdrawing or not turning in the selected assignment, or a lack of faculty response. Faculty members who did not return samples indicated that there was not enough time between the request for artifacts and the submission due date. In order to address this issue, future assessments will be announced by CWAC earlier in the semester and instructors of courses selected for assessment will be notified and given a larger window of time to collect and submit artifacts. Seventy-nine percent of the artifacts were assessed as having at least 'some proficiency' across the Information Literacy learning criteria. Thirty-three percent were assessed as having 'proficiency' or 'advanced proficiency', but mean scores were in the lower range of acceptable for all four criteria for Information Literacy. The highest mean scores were in abilities to Find and Organize Information, and the lowest mean scores were in abilities to Evaluate Information (see Appendix 9).

Based on the results, it was concluded that students are meeting targets in finding information, but needed more practice in evaluating and using it. In order to further develop and strengthen students' skills in identifying credible sources for research work, instructors have suggested that students be required to provide drafts of research papers with identified sources for peer and instructor conferences prior to assignments' due dates. Faculty members have also proposed professional development sessions to develop rubrics for research source evaluation. In addition, the First-Year Seminar curriculum committee collaborated with a committee of librarians in order to create a new oral presentation assignment that requires the use of library databases to locate career option information. Students in some courses are also now required to work with

Writing Center tutors to more effectively organize their research. Further, in order to raise competencies in Information Literacy across disciplines, faculty are currently engaged in cross-discipline discussions on how to integrate information literacy practices, such as structuring and evaluating information, into more courses.

Critical Thinking Assessment

Eleven courses offered in the Fall 2013 semester that cited the development of critical thinking skills in their student learning outcomes were chosen for this assessment. The courses were Architecture (ARCH) 101 - Architectural Design I, Criminal Justice (CJ) 104 - Police Operations, Communications (COMM) 110 - Introduction to Communication, Exercise Science (EXSC) 102 - Introduction to Exercise Science, Medical Assisting (MA) 140 - Introduction to Medical Assisting, Philosophy (PHIL) 101 - Introduction to Philosophy, Humanities (HUM) 201 - World Mythology, Sociology (SOCI) 202 - Social Problems, Chemistry (CHEM) 101 - General Inorganic Chemistry I, and Mathematics (MATH) 202 - Introduction to Statistics. Five students were randomly selected from each section of these courses. Instructors for these courses were asked to supply a writing sample from each of the five selected students. The same process as outlined above for the Information Literacy assessment was used for collecting and scoring the artifacts. A group of six CWAC reviewers assessed 207 artifacts. The rubric evaluated artifacts on the criteria of Problem Identification, Choice and Use of Methods, Alternate Points of View, Idea Integration, Conclusions, and Creativity and Innovation (see Appendix 4). The rubric was normed amongst the group of assessors by scoring five artifacts and discussing any scoring discrepancies.

About 68% of the requested artifacts were submitted for this assessment. Less than 25% of the requested artifacts were unaccounted for by faculty. However, as discussed above with the Information Literacy assessment, all future general education assessments will be announced at the beginning of the semester and selected courses' instructors will be notified as soon as possible to allow ample time for submission. Seventy-five percent of artifacts were assessed as having 'proficiency' or 'advanced proficiency' across critical thinking criteria. Scores were highest in Choice and Use of Methods, where almost half of students were rated as having 'advanced proficiency'. The weakest area was that of expressing Alternate Points of View (see Appendix 10).

Although the findings from this assessment pointed towards high student achievement in Critical Thinking areas, faculty are currently discussing how to better define critical thinking and how it is taught in all departments in order to encourage continued high achievement across disciplines. In addition, Foundational Studies (FS) 100 faculty have rewritten their oral presentation project to place an emphasis on students' exploring alternate points of view instead of simply defending one perspective, as previously required.

Quantitative Literacy Assessment

The courses MATH 103 - College Algebra and MATH 121 - Calculus I, offered in Fall 2013,

were chosen for the Quantitative Literacy assessment. These courses allowed CWAC to assess a wide variety of students, as MATH 103 is a high-enrollment course taken by students across the college, while MATH 121 is a low-enrollment course more specific to students in math and science programs. In addition to being used to assess Quantitative Literacy, MATH 103 was assessed in Fall 2013, allowing for common embedded questions. Instructors were asked to provide samples from all MATH 121 students and from six students from each of the MATH 103 classes. Artifacts consisted of students' answers and written work for a multi-part word problem that was included on the final exam. All three CWAC members assessed each of the 179 artifacts on five criteria: Providing Reasoning for Numerical Conclusions, Ability to Identify and Explain Quantitative Information Presented in Various Forms, Performing Computations with Appropriate Precision, Ability to Convert Relevant Information into Various Forms, and Demonstrating an Ability to Check the Conclusion for Reasonableness and Accuracy (see Appendix 5). Prior to artifact assessment, the rubric was normed by the assessors. They first matched question items to each criteria, then scored ten artifacts with the rubric, and discussed any scoring discrepancies.

About 56% of the requested artifacts were submitted for assessment. Fifty-five percent of the artifacts were assessed as having at least 'some proficiency' across criteria. The five criteria had a wide range of mean scores, with means falling in the 'limited proficiency' range to just under the 'proficiency' range. Lowest scores were in Providing Reasoning for Numerical Conclusions and Performing Computations, with about two thirds of artifacts assessed as having 'no or limited proficiency' for each of these two criteria. Highest scores were in Abilities to Identify and Explain Quantitative Information, with 57% assessed as having 'proficiency' or 'advanced proficiency' for this criterion (see Appendix 11).

A noted limitation of this assessment was the use of only one multi-part question, which was included as a question on the final exam for each of the assessed courses. Many students skipped this final question or only partially completed it, resulting in low and incomplete scoring for the assessment. Future assessments will use courses across several disciplines and broaden the scope of assessed student work samples in order to address this concern. Also, because the lowest assessment scores were in the areas of Providing Reasoning for Numerical Conclusions and Performing Computations with Precision, instructors from the assessed courses have decided to place emphasis on reasoning in solving problems and reaching solutions. In addition, starting in the Spring 2014 semester, instructors will be requiring that final answers be given as complete sentences to better assess Reasoning for Numerical Conclusions.

Written Communication Assessment

Writing samples were collected from students in English (ENGL) 101 - English Composition I, Sociology (SOCI) 201 - Introduction to Sociology, Psychology (PSYC) 101 - General Psychology, and Humanities (HUM) 201 - World Mythology in the Spring 2013 semester. These courses were identified as having a writing component based on the courses' student learning outcomes. A team of four CWAC members assessed 113 submitted writing samples using a rubric developed by the General Education subcommittee of CWAC. The rubric

evaluated the criteria Ideas/Engagement with Topic, Thesis/Focus, Structure, Organization, and Mechanics on a four-point Likert scale ranging from 'no/limited proficiency' to 'advanced proficiency' (see Appendix 6). The rubric was normed through scoring five artifacts as a group and discussing discrepancies.

Results showed that 97.6% of the artifacts were assessed as having at least 'some proficiency' across the criteria. The mean scores were highest in Ideas/Engagement with Topic, with 82.5% of artifacts reaching 'proficiency' or 'advanced proficiency' for this criterion. Lowest scores were in Thesis/Focus, where 61.9% of artifacts reached 'proficiency' or 'advanced proficiency' (see Appendix 12). Based upon the results of this assessment, faculty have suggested creating a library guide for developing theses, and making a database of online resources available to students. In addition, faculty members for the Foundational Studies (FS) 100 course have created course materials on developing a thesis and will be devoting more instructional time to this topic.

Oral Communication

Samples of speeches given by students were assessed both via Juried Assessment in Tk20 and by course instructors during class time. Sixty-two videos of informative speeches from Spring 2013 sections of Communications (COMM) 101 - Effective Speaking sections were assessed with Tk20 by a team of three CWAC members. COMM 101 was identified in 80 of 93 associate degree programs as providing critical contributions to students in meeting this outcome. Instructors assessed an additional 106 student speeches from various sections of Dental Hygiene (DH) 101 - Dental Hygiene Theory & Clinical Experience I, Diagnostic Medical Sonography (DMS) 270 - Acoustical Principles II, English (ENGL) 102 - English Composition II, and Criminal Justice (CJ) 101 - Introduction to Criminal Justice as they were given in class. Both the in-class speeches and the recorded videos were assessed using the same rubric, which evaluated five criteria: Focus, Organization, Style, Physical Behaviors, and Language Delivery (see Appendix 7). The CWAC team normed the rubric by assessing six recorded COMM 101 speeches and discussing discrepancies.

A majority of samples from both in-class and recorded speeches achieved 'proficiency' or 'advanced proficiency' across criteria, and 96% were assessed as having at least 'some proficiency'. For the assessment of recorded speeches, samples scored highest in Style and Language Delivery criteria, and Physical Behaviors was the lowest scored criterion area (see Appendix 13). For in-class speeches, Focus was highest and Physical Behaviors was lowest.

It was discovered through the course of this assessment and reviewing its results, that students were having a great deal of difficulty with the current speech submission process; therefore, faculty members are interested in a new plan for recording speeches in classes for more effective assessment and easier student access. Options are being pursued to procure necessary classroom technology and support. There were also course changes initiated by the findings of this assessment, including changes to in-class oral presentation rubrics to more closely align their requirements with the general education outcome. In addition, faculty members are exploring

the possibility of re-establishing a speech center, where students can be video-recorded giving an oral presentation and then learn effective and ineffective speech behaviors.

Technology Literacy Assessment

Computer Information Systems (CIS) 105 - Introduction to Software for Business was chosen for the Technology Literacy Assessment because three of the course learning outcomes correlate directly to the Technology Literacy criterion - "Demonstrate the ability to communicate, create, and collaborate effectively using technologies in multiple modalities." Additionally, CIS 105 was identified in 29 of the College's 94 associate degree programs, serving a critical role in contributing to the Technology Literacy general education outcome, making it an appropriate course for this assessment.

CIS 105 is partially taught using Pearson's MyITLab simulations. The MyITLab simulation is a robust replication of the Microsoft Office environment that looks, feels, and acts like the actual program. While working in the simulation, students may use the entire spectrum of program features and options without penalty until performing an action that changes the document. This promotes exploration of the program and results in greater understanding of and familiarity with the software. For the Fall 2013 Technology Literacy assessments, not all of the simulations were working.

CWAC chose to focus on the "create" domain of the outcome, using the course's Microsoft (MS) Word, MS Access, and MS Excel exams as artifacts. Pearson's MyITLab software assessed students through standardized exams that require students to create a file in each program by performing certain tasks. The pass rates for these exams were collected in Fall 2013. The target for each of the assessments was to have at least 75% of the students completing the exam earning a score of 70% or greater.

Students were to prepare, edit, format, save/retrieve, and print various documents using MS Word. An MS Word performance exam was given to students to assess this learning outcome. The exam assessed students' ability to complete 27 objectives (see Appendix 8). Within the 62 sections in Fall 2013, a total of 1,059 students completed this exam. A total of 80.4% or 851 students successfully completed the exam by earning a 70% grade or higher. A total of 19.6% or 208 students were not successful (see Appendix 14).

Students were to prepare, edit, format, save/retrieve, and print worksheets using MS Excel containing text, numbers, formulas, and charts. An MS Excel performance exam was given to students to assess this learning outcome. The exam covered 25 objectives. The Fall 2013 semester had a total of 62 sections of CIS 105 taught over all campuses. A total of 989 students completed this exam. A total of 79.7%, or 788 students, successfully completed the exam by earning a 70% grade or higher. A total of 20.3%, or 201 students, were not successful (see Appendix 15).

Finally, students were to design, create, populate, and update a database; query/filter the records; and produce printouts of the results using MS Access. An MS Access performance exam was given to students to assess this learning outcome. The exam covered 19 objectives. The Fall 2013 semester had a total of 62 sections of CIS 105 taught over all campuses. A total of 903 students completed this exam. A total of 84.7%, or 765 students, successfully completed the exam by earning a 70% or higher grade. A total of 15.3%, or 138 students, were not successful (see Appendix 16).

The target set for each of the six outcomes is to have at least 75% of the students assessed at the proficient level or better. This information is further summarized in Table 2 below.

Table 2. General Education Assessment Results

General Education Outcome	Measure	Results	Conclusions/Actions
Information Literacy	Juried assessment of student writing samples	79% were assessed as having at least 'some proficiency' across criteria. Highest scores in abilities to Find and Organize Information. Lowest scores in abilities to Evaluate Information.	Students are meeting targets in finding information, but need more practice in evaluating and using it. FS 100 now requires use of library databases and work with Writing Center tutors to more effectively use research information. Students will provide drafts and sources for research papers to strengthen source-evaluation skills. Faculty professional development activities to develop source evaluation rubrics have been proposed. Currently engaging cross-discipline discussions on integrating information
	CCSSE (Spring 2012)	72.3% responded that they had 'often' or 'very often' worked on a paper or project that required integrating ideas or information. 5.7% responded they had 'never' done this.	

			literacy practices into more courses.
Critical Thinking	Juried Assessment of student writing samples	75% were assessed as having 'proficiency' or 'advanced proficiency' across Critical Thinking criteria. Scores were highest in Choice and Use of Methods, where almost half of students were rated as having 'advanced proficiency'. Weakest area is that of expressing Alternate Points of View.	Organizing faculty discussions around better defining critical thinking and how it is taught across disciplines. FS 100 oral presentation assignment rewritten to emphasize alternate points of view.
	CCSSE (Spring 2012)	63.7% responded that HACC emphasized critical thinking activities 'very much' or 'quite a bit' in coursework. Over 73% responded that their HACC experiences contributed to their knowledge and skills in thinking critically.	
Quantitative Literacy	Juried assessment of samples of multi-part math word problems	55% assessed as having at least 'some proficiency' across criteria. Highest scores were in abilities to Identify and Explain Quantitative Information, with 57% assessed as having 'proficiency' or 'advanced proficiency'. Lowest scores were in Providing Reasoning for Conclusions and Performing Computations with Precision.	Limitation of the assessment was the review of only one multi-part question, which many students either skipped or did not have time to complete. Future assessments will use courses across disciplines and broaden the scope of assessed student work samples. Instructors are now emphasizing reasoning

	CCSSE (Spring 2012)	Over 60% responded their HACC experiences contributed to their knowledge in solving numerical problems 'very much' or 'quite a bit'.	in solving problems and requiring final answers as complete sentences.
Written Communication	Juried assessment of student writing samples	97.63% assessed as having at least 'some proficiency' across the outcome criteria. The samples scores highest in Ideas/Engagement with Topic, and lowest in Thesis/Focus.	Library guide for developing theses and database of online resources in development. FS 100 created course materials and devoted more instructional time to developing a thesis
	CCSSE (Spring 2012)	71.7% responded they had written five or more papers at HACC that year, and 69.4% said their HACC experiences contributed to their skills in writing clearly and effectively 'very much' or 'quite a bit'. 15.7% said they had 'never' prepared two or more drafts of a paper before turning it in.	
Oral Communication	Juried assessment of student speech samples	A majority of samples achieved 'proficiency' or 'advanced proficiency' across criteria. Language Delivery and Style scores were highest, and Physical Behaviors was the lowest scored criterion.	Initiating new plan for recording speeches in classes for easier assessment and better student access. Exploring re-establishing a speech center. Course requirement changes, including the addition of thesis statements in research projects and
	Assessment of student speeches in	Mean score of 3.15 out of 4 across criteria. The criterion Focus had the	

	class by instructors	highest ratings, and Physical Behaviors had the lowest.	oral presentation rubric revisions.
	CCSSE (Spring 2012)	64% responded their HACC experiences contributed to their skills in speaking clearly and effectively 'very much' or 'quite a bit', and 78% said they had made class presentations that year at HACC.	
Technology Literacy	MyITLab assessment of MS applications	Pass rate of 80.4% for Word, pass rate of 79.7 % for Excel, and pass rate of 84.7% for Access.	The Engineering and Technology Department and the Office of Institutional Research and Assessment are working with Pearson (MyITLab) to improve reporting capabilities. All sections of CIS105 will require the use of MyITLab software beginning this semester, Spring 2014. To clarify the learning objectives for the Technology Literacy Outcome, a cross-disciplinary team which includes technology faculty has been tentatively identified for the next assessment cycle (Fall 2014).
	CCSSE (Spring 2012)	81.2% responded that HACC emphasized using computers in academic work 'very much' or 'quite a bit', and 60.8% said their HACC experiences contributed to their skills in using computers and IT 'very much' or 'quite a bit'.	

2. General Education Assessment Responses, Actions, and Improvements

Results of the General Education assessments were disseminated electronically to all faculty members by department chairs on January 7, 2014. Approximately 200 full-time and adjunct faculty members attended an "Assessment Dialogue Day" on January 9, 2014 to address the General Education Assessment findings. Goals for the day included CWAC members and

department chairs engaging faculty in discussions on the use of results to enhance their curriculum at all levels (individual, course, program, discipline, department), and developing ways to improve student learning.

Breakout sessions were held for each of the six outcomes to facilitate cross-disciplinary discussions based on the results. Participants posed questions, shared concerns, and discussed ideas. Follow-up department meetings were held later in the day to further develop and refine faculty members' responses to the findings. Faculty members were urged to continue these discussions after the event and to provide feedback to their department chairs and assessment coordinators on what actions were being implemented and / or considered to address the results.

At the January 29, 2014 Chairs' Council meeting, responses across all departments, disciplines, and programs were shared and aggregated. These responses included both individual faculty member actions and more systemic college-wide initiatives.

Some of the actions and improvements that originated from the various faculty members' assessment discussions are bullet-listed below. In addition, see the following link : http://www.hacc.edu/AboutUs/InstitutionalEffectiveness/Assessment/upload/CritThink.pdf or see Appendix 17 for an example concept map illustrating selected actions taken by the College based upon the findings from the General Education Outcome assessments.

Oral Communication (selected responses):

- Theatre and Communications faculty agreed to collaborate through sharing strategies that are unique to respective disciplines yet beneficial to oral presentation skills.
- Architecture (ARCH) 233 - Renovations & Architectural Detailing, is requiring an oral presentation for the "detailing and research" assignment.
- In Mathematics (MATH) 202 - Introduction to Statistics, a faculty member is piloting an optional oral presentation.
- In Exercise Science, class discussion is being integrated into the journal critique assignment.
- In Meteorology, oral presentations will be required for the forecasting lab.
- Designated Biology courses will require oral presentations.
- The Foundational Studies faculty and leadership designed a common rubric for grading the oral presentation group assignment which elevates the emphasis on physical behaviors.
- Foundational Studies and Communications faculty members are advocating for the reestablishment of a speech center for digital recording of oral presentations.
- Rubrics have been revised in DH 101 - Dental Hygiene Theory & Clinical Experience I

Information Literacy (selected responses):

- Library faculty are undertaking a number of initiatives, including:

    - A review of the stated course learning goals in programs due for an audit to help inform and prioritize Information Literacy outreach efforts.
    - Additional library resources, including a new "Lib-Guide," reflecting best practices in Information Literacy, will be developed and shared.
    - The Lancaster Campus' reference tracking process will be enhanced to include resource evaluation, and will be used as a college-wide best practice.
- In some FS 100 - College Success sections, students are now required to work with a Writing Center tutor to organize research for an oral presentation assignment. An FS 100 faculty member also met with library faculty to clarify academic honesty and citation components of this assignment. A department meeting was also used to support faculty in consistently requiring accurate MLA citations.
- A research project is being assigned in MATH 125 - Discrete Mathematics.
- HIST 101 - World History I, a faculty member has enhanced his modeling of the requirements for the use of scholarly resources for students.
- GTEC 104 - Engineering Materials & Processes has developed a scenario assignment which includes a research requirement related to blueprint specifications.
- In ARCH 233 - Renovations & Architectural Detailing I, information research components are being integrated into existing assignments.

Written Communication (selected responses):

- The new scenario assignment created in GTEC 104 - Engineering Materials & Processes includes a memo-writing component.
- The FS faculty members have been encouraged to increase their emphasis on thesis statements, and a handout on developing a thesis statement has been made available to all FS 100 (College Success) faculty members via the Desire2Learn (D2L) shell.
- In Physics, a new learning outcome has been developed requiring written lab exercises.
- In Chemistry, tests have been revised to include written communication.
- Students enrolled in Phlebotomy courses will be required to use a professional writing style in their journal entries and in discussion postings.
- Assignment descriptions related to written work in a faculty member's HIST 101 - World History I, have been strengthened.

Technology Literacy (selected responses):

- Faculty members in the Marketing discipline are strengthening the use of technology in course projects.
- Students in MATH 202 - Introduction to Statistics, will be required to use statistical software in producing displays.
- A number of initiatives have been proposed for CIS 105 - Introduction to Software for Business:
    - The Engineering and Technology Department and the Office of Institutional Research and Assessment are working with Pearson (MyITLab) to improve

reporting capabilities.
    - All sections of CIS105 will require the use of MyITLab software beginning this semester, Spring 2014.
    - CIS 105 passing rates will be studied in comparison to overall HACC passing rates.
    - A Math prerequisite for CIS 105 is being considered to address the math skills needed to learn and use MS Excel.
- A WEB 230 - 2Dimensional Animation for the Web assignment was revised to enhance the learning of frame-by-frame animations, which are then produced using multiple modalities.
- Welding classes will experiment with "foreman" roles requiring the use of email for communication.
- To clarify the learning objectives for the Technology Literacy Outcome, a cross-disciplinary team which includes technology faculty has been tentatively identified for the next assessment cycle (Fall 2014).

Critical Thinking (selected responses):

- In FS 100 - College Success, one of the options for a group project oral presentation was re-written to emphasize the equal consideration of alternate points of view.
- In MATH 202 - Introduction to Statistics, a faculty member will deliver an increased focus on deceiving statistical displays.
- In MATH 125 - Discrete Mathematics, a faculty member will be utilizing peer sharing as part of the process of reviewing proofs, showcasing different, equally accurate approaches to problem-solving.
- DH 112 - Dental Hygiene Theory II will integrate peer evaluation techniques into the student work with treatment plans.
- In Chemistry, test questions are being revised.
- A pilot section of Environmental Science is utilizing a hands-on solar array lab, supported by special grant funding.
- In HIST 101 - World History I, a faculty member is altering the essay assignments to include the consideration of alternate points of view.
- A new scenario assignment in GTEC 104 - Engineering Materials & Processes related to blueprint analysis has been developed.
- Classroom assignments requiring analysis have been created in ARCH 233 - Renovations & Architectural Detailing I.

Quantitative Literacy (selected responses):

- The Mathematics faculty members developed a number of responses to the assessment findings, including:
    - Faculty resolved to emphasize the skills related to judging the reasonableness of an answer.

    - A faculty member in MATH 202 - Introduction to Statistics is developing an increased focus on misleading statistical displays and the required use of mathematical/statistical software.
    - An online section of MATH 010 - Pre-Algebra is requiring explanations along with posted problems.
    - A faculty member teaching MATH 125 - Discrete Mathematics is including peer sharing as part of the process of reviewing proofs, allowing students to see different, equally accurate processes.
    - The Math faculty has worked closely with CWAC to improve the assessment process for this General Education Outcome during Spring 2014.
- In Accounting, faculty members are making adjustments to some of the course assignments to include quantitative analysis.

Broad Responses Spanning Several General Education Outcomes (selected responses):

- Starting Spring 2014, all General Education Outcome assessments include a broader sample of courses spanning academic departments.
- Faculty members in the Sociology discipline are revising learning outcomes in four courses: SOCI 201 - Introduction to Sociology, SOCI 202 - Social Problems, SOCI 203 - Marriage & Family, and SOCI 205 - Racial & Cultural Relations.
- For Fall 2014, Biology faculty members are making revisions to targeted test questions, revising lab manuals, and scheduling the revision of stated course learning outcomes to better align with the General Education Outcomes.
- Faculty members teaching Foundational Studies collaborated with librarians to review and revise expectations for a key assignment, and their students are being required to work with tutors to help them better organize information.
- The Business Studies Department is undertaking a number of broad initiatives:
    - Course learning outcomes were analyzed to study their alignment with General Education Outcomes.
    - Accounting course assignments are being adjusted to better serve General Education Outcomes.
    - Department faculty will review and revise learning outcomes for two key-high-impact courses: MKTG 201 - Principles of Marketing and MGMT 201 - Principles of Management.
- All departments are participating in the review and analysis of the ways in which their courses map to General Education Outcomes. This curriculum-mapping is being input into Tk20.

3. General Education Assessments Spring 2014

In accordance with the General Education Assessment Plan, Quantitative Literacy and Information Literacy assessments are in progress for Spring, 2014 see Appendix 2). Courses were chosen (based upon outcome mapping) that contribute to learning objectives in Quantitative

Literacy and Information Literacy. For each of the General Education Outcomes, CWAC requested 400 samples of work from randomly chosen students within 13 different courses that span departments, with a goal of assessing a minimum 200 samples. Instructors were notified to provide samples of work from their selected students that demonstrate the learning objectives for the outcome. Samples are being sent by instructors to an email account set up for the Tk20 software program. When all artifacts are collected, they will be uploaded into the Juried Assessment function of Tk20 and assessed by groups made up of four CWAC members (one group per competency). Prior to artifact scoring, rubrics will be normed by assessing five samples and discussing any scoring discrepancies. Results will be disseminated to all faculty and future Assessment Dialogue Days are being planned.

4. Evidence of the Appropriate Implementation of Educational Management Software to Support and Enhance Assessment Processes (Standards 7 and 14).

HACC acquired the Tk20 Campus Wide Assessment and Reporting system in February 2013. Since that time, the College has made significant progress in the implementation of this important tool throughout the College. Tk20 advocates a train-the-trainer model for implementation, and HACC has adopted this approach.

Implementation began with a small group of individuals working with the Tk20 product consultant in weekly meetings. The implementation team included the chair of CWAC, the director of curriculum compliance, the interim director of institutional research (and Tk20 unit administrator), the interim provost, and the consultant who has been assisting the college with structuring our assessment documentation. Additional members joined the team when the interim associate provost, the new director of institutional research, and an assessment analyst were hired.

During the weekly meetings, the product consultant demonstrated Tk20's functions and answered questions. With the assistance of the product consultant, the implementation team defined terminology for our assessments, created the organizational hierarchy for data collection, and designed the assessment plan template to reflect national best practices.

Once these items had been established, training began with other members of the college community. In the summer of 2013, general overview sessions were held for the department chairs and members of CWAC. During this period, the College's consultant worked extensively with the Student Affairs and Virtual Learning leadership to enter goals and assessment plan data.

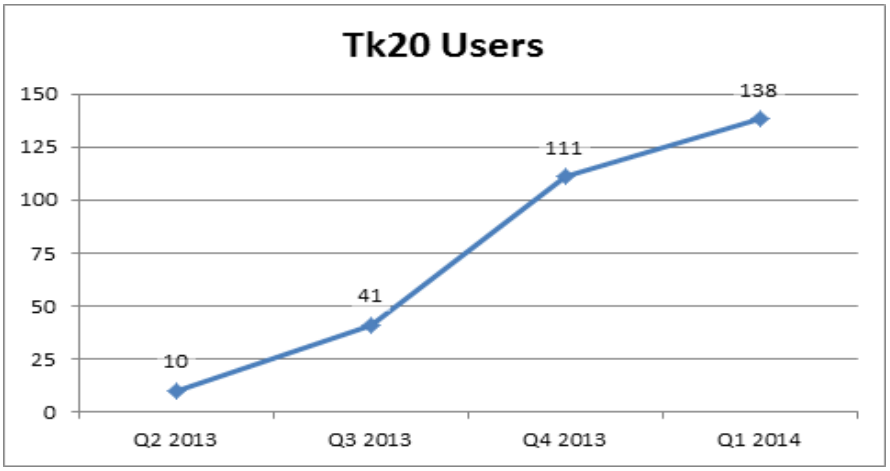
In September 2013, the College's Tk20 unit administrator travelled to Austin, TX to attend a two-day training session on the system. The implementation team and Tk20 product consultant continue to meet on a bi-weekly basis. The current focus of these meetings is the development of custom reports that will be useful for the college community.

In November 2013, four training sessions were held to prepare for the General Education Assessments being conducted in the Fall 2013 semester. Two of these sessions were for the CWAC members who were coordinating the assessments, and two were for the faculty who

would be assessing the artifacts.

Also in November, two full-day immersion sessions were held to train additional trainers. These sessions were attended by more than 50 faculty and staff members and were designed to help the participants to become assessment coaches and Tk20 trainers. Attendees included the department chairs, CWAC members, department assessment leads, Centers for Innovation and Teaching Excellence (CITE) members, and Teaching Technology Services staff.

To date, more in-depth training has been conducted with assessment leaders from three academic departments. Upcoming training includes sessions with remaining academic departments, and a session for Strategic Plan goal leaders that was re-scheduled due to inclement weather. Additional sessions will be held in the near future for functional area staff so that they may begin entering unit goals into the system.



As training has progressed, and with the use of the Juried Assessments tool for the General Education assessment, the number of users logging into the system has increased. There are three times as many users active in the system today than there were at the time of the previous report. This number will continue to rise as more faculty members begin using the system for collecting student learning assessment data and more of the functional areas receive training. The College will also be implementing single sign-on for faculty, staff, and students for the Fall 2014 semester.

The organizational hierarchy that the implementation team established contains 352 programs, departments, functional areas, and service units. Of these, 188 (53.4%) have goals entered into Tk20. This includes over 90% of academic programs. Assessment plans have been entered for 79 goals, including the General Education Outcomes (see Appendix 18). Ninety-nine percent of courses offered in the fall semester (269 out of 273) have student learning outcomes entered into Tk20. Curriculum mapping is continuing, with an emphasis placed on mapping the courses that contribute to the General Education Outcomes being assessed in the Spring 2014 term.

Accomplishments and Current Status

Since January 2013, HACC has successfully demonstrated that it can conduct and sustain

assessment of General Education Outcomes. Below are selected significant accomplishments to date:

- HACC has revised its General Education Assessment Plan (see Appendix 2) to assess two outcomes each semester, resulting in a full cycle within 1.5 academic years.
- General Education assessment results have been compiled, organized, analyzed, disseminated, discussed, and utilized.
- CWAC now has the necessary institutional influence, organizational authority, and expertise to oversee and/or conduct assessment of General Education Outcomes.
- CWAC and the Office of Institutional Research and Assessment have partnered to facilitate the process of assessing the General Education Outcomes.
- Faculty have identified and mapped courses where student learning outcomes are aligned with respective General Education Outcomes.
- The institution has conducted high-impact events, including large-scale meetings/professional development sessions, that bring faculty and staff members together - both across and within disciplines/departments - to analyze assessment findings and respond with strategies designed to improve/support student learning.
- The College is using the assessment management system, Tk20, to not only house and report on assessment plans and records, but also to facilitate the assessment process itself, including juried assessments, scheduling, rubric development, curriculum and outcome mapping, etc.
- Faculty and staff members have defined and delivered on General Education and institution-wide assessment plan goals.
- In large measure, direct and indirect assessments show that HACC students are successfully meeting the College's stated General Education Outcomes.

Assessment of General Education at HACC is clearly linked to students acquiring and using competencies that are highly valued by the institution and the constituents it serves (students, businesses and the community). To address the necessary learning for General Education, the College is identifying - throughout its curriculum (courses and programs) - specific learning outcomes that contribute to these competencies at all levels. HACC understands the need to focus on the learning that has resulted from activities and assignments rather than the assignments themselves. The institution also understands that the General Education Outcomes must be measurable in order to determine whether students are learning at levels that meet the targets that have been set as an institution, and if not, where improvements need to be made to achieve our student learning goals.

Ensuring that General Education assessment findings were effectively addressed at the institutional level, results were disseminated and discussed college-wide. By so doing, HACC facilitated collaborative sharing of ideas for improvements through faculty dialogue days, assessment showcases, assessment presentations, department and discipline meetings, chair meetings, the website, electronic newsletter publications, and tracking and sharing of results and plans through Tk20. As a result of college-wide sharing, the College has identified effective

practices that are being broadly implemented as well as practices that are ineffective and require modifications, or require additional administrative support and/or resources. In addition, HACC continues to strengthen its culture of assessment by sending faculty and staff members to Middle States conferences / workshops, regional and/or national assessment events, and in-house training sessions.

Conclusions and Sustainability

HACC's leadership embraces the concept of using data to plan and inform improvements, and to drive allocations of resources. The necessary provisions are in place to assure that outcome-based assessments are conducted on a planned and continued basis, and HACC is committed to the prioritization of the allocation of scarce resources based upon assessment findings.

Tk20 is being employed not only to facilitate all assessment processes, but to also serve as a repository of assessment data available to the College to facilitate planning and decision making. The director of Institutional Research and Assessment and the associate provost were made cabinet-level positions, providing a voice for institutional effectiveness initiatives. The institution has reorganized, implemented policy and procedures, implemented an assessment management system, and assigned institutional effectiveness leadership responsibilities to key personnel and committees.

The structure of CWAC has been modified to facilitate a more efficient approach to conducting assessments, sharing assessment results, aligning functional goals to support teaching and learning, and using results to make improvements (see Appendix 19). The membership of CWAC has been increased to reflect the need for more participation in assessment practices. Membership is comprised of representatives from academic and operational constituencies. The overall structure has shifted to a subcommittee approach, including General Education Outcomes, academic program reviews, and functional unit goals, with each subcommittee focused on their respective assessment tasks. In addition to their subcommittee scope, every member is involved in reviewing all assessment results; thus, allowing for thorough discussion, planning, and preparation of follow-up activities and improvements to occur. CWAC is now overseen by the chair of assessment, a new position which is a member of the academic department chairs. The position is held by a tenured faculty member, who reports directly to the Provost's office.

Leadership and faculty have collaborated to develop a support strategy to make assessments of student learning outcomes a faculty-driven process that maximizes faculty involvement and control. To support and facilitate assessment of student learning outcomes, CWAC, headed by the chair of assessment, develops the General Education assessment plan and its members determine the assessment process, including the schedule, courses, assignments, and the specific learning objectives that will be assessed. In addition, they develop and norm the rubrics employed in the assessments, and conduct the assessments. Faculty members involved in assessment are fulfilling the contractual obligation of service to the College. Department chairs

through Chairs' Council, consider recommendations and take relevant information to departments/disciplines to consider curricular, pedagogical, and other changes. Chairs also provide a leadership role in coordinating assessment efforts for their departments.

The Office of Institutional Research and Assessment supports assessment through providing data and research, administering the assessment management system (Tk20), collecting artifacts, and offering development and training. There is an analyst dedicated to supporting faculty assessment initiatives.

At HACC, communications of assessment practices and outcomes have been made central to the assessment process. Publishing and sharing data, assessment plans, rubrics, etc., are ways to further promote and develop assessment skills and knowledge among faculty and staff members. Each semester, events are held where faculty from all departments and disciplines discuss assessment methods, results, improvement, and planned actions to improve student learning. Student learning outcomes assessment is a regular item on Department meeting agendas. The College's website, emails, and electronic newsletters further support the work in communicating and using the results of student learning outcome assessment. (Please see http://www.hacc.edu/AboutUs/InstitutionalEffectiveness/Assessment/January-2014-Assessment-Showcase.cfm or see Appendix 20).

HACC personnel will attend Middle States assessment workshops in New York (March 4, 2014) and Philadelphia (May 9, 2014). Personnel also attended the MSCHE Annual conference (December 2013) and MSCHE town hall meeting in Lancaster, PA (December, 2013). More than 50 faculty and staff have participated in full-day immersion sessions to enable them to become assessment coaches and Tk20 trainers. In addition, faculty can apply for funds to cover the costs associated with attending discipline specific conferences; many of these include discipline-specific assessment sessions. Faculty members are encouraged to share the knowledge they acquire at these conferences with their peers upon their return. Starting Spring 2014, CITE, in conjunction with CWAC, has begun piloting faculty-presented workshops on assessment. CWAC representatives from each department work closely with the faculty to provide support in ongoing discipline/departmental assessment tasks including the design of rubrics and analysis of results.

The College appreciates the MSCHE team visit on September 23-25, 2013 by Dr. Cathleen McColgin, Ms. Christie G. Waters, and liason Dr. Debra Klinman. Their onsite discussions, and resulting report recognized HACC's efforts at complying with the Characteristics of Excellence. Furthermore, they provided valuable guidance on strengthening our institutional effectiveness efforts, particularly regarding Standard 12, General Education.

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4	Critical Thinking One Page Report
5	Quantitative Literacy One Page Report
6	Written Communication One Page Report
7	Oral Communication One Page Report
8	Technology Literacy One Page Report
9	Information Literacy Aggregate Report
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12	Written Communication Aggregate Report
13	Aggregate Report on Tk20 Juried Assessments for Oral Communication
14	Results of Word Performance Exam
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16	Results of Access Performance Exam
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18	Information Literacy Assessment Plan and Results
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20	Assessment Dialogue Day Webpage

Appendix 1

ASSIGNMENT RESPONSIBILITIES FOR ADJUNCT FACULTY

HACC values our adjunct faculty and recognizes their role in achieving our vision to be the first choice for a quality and accessible higher education opportunity. In order to maintain an adjunct faculty workforce that is committed to teaching and learning excellence, a core set of expectations follows.

During their assignments, adjunct faculty members are expected to fulfill the following responsibilities:

1. Participate in the adjunct faculty orientation (initial assignments only) and all required department or update training.

2. Prepare appropriate course materials and prescribed assessments tied to the course learning outcomes in accordance with Course Form 335 and/or department practice.

3. Submit syllabi to the department chair and campus faculty secretary for review by the deadline.

4. Report to all scheduled classes (including final exam) on time and maintain class during the entire assigned time.

5. Enter early alert monitoring, confirmation of attendance, and recording of student midterm and final grades within established deadlines.

6. Maintain office hours equal to one hour per week per each credit course assigned. Respond to student questions and concerns in a timely manner.

7. Participate in the assessment process to improve student learning. This includes submitting samples or artifacts for assessment when requested and may also include participating in the scoring, review and discussion of those artifacts.

8. Access HACC email account(s) and read email regularly; respond to email within 2 business days.

9. Participate in the evaluation process consistent with the evaluation of adjunct faculty policy and classroom observation procedure.

10. Comply with attendance reporting and recording requirements consistent with Attendance Reporting and Recording, including submission of an Adjunct Employee's Record of Leave form.

11. Adhere to all applicable policies and procedures, including but not limited to those related to Faculty Duties, Harassment, Bullying and Code of Ethical Conduct.

Expectations Specific to Online Teaching Assignments:

12. Participate and remain active in class during the entire length of assigned term in accordance with Virtual Learning best practice policies.

13. Contact the Virtual Learning Director of Faculty Relations if you plan to be absent from an online course for more than 2 business days.

Appendix 1

Note: The policies referenced above are subject to change. Employees may access the most up-to-date policies by accessing myHACC.

By signing below, I acknowledge these core expectations for my role as adjunct faculty. I also acknowledge that failure to adhere to these expectations may result in non-selection for future assignments.

Signature of Adjunct Faculty Member Date

Assignment Semester (circle one): Fall Spring Summer

Academic year: _____

Please return this form to the Human Resources Office for inclusion in the employee's personnel file.

Appendix 2

General Education Assessment Plan

General Education Area of Focus	General Education Outcome	Assessments	Samples used and Methods of Collection	Responsibility for collecting, Analyzing Data	Periodicity	Faculty Discussing Information and Making Recommendations	To Whom and How Often Results Will be Communicated	How Will Use of Information be Tracked?
Information Literacy	Demonstrate the ability to find, evaluate, organize and use information effectively and ethically.	Juried assessments in Tk20. A team of 4 assessors will score artifacts using rubrics developed by the College-Wide Assessment Committee (CWAC)	Courses tapped for student artifacts will be determined through maping in Tk20. Student cohort will be filtered into groups of students with <29 credits and >30 credits. Instructors will be notified after the roster reconciliation deadline, and will upload samples directly to Tk20 or give them to CWAC members to scan and upload	CWAC, Associate Provost	2013, and once every three semesters thereafter	CWAC, Office of Institutional Research, Department Chairs, Faculty Stakeholders	Reports generated by Tk20, disseminated to all CWAC members, provosts, and department chairs. Faculty stakeholder discussion and analysis at department meetings and at semi-annual Assessment Showcase events. Results also communicated via email, electronic newsletters and website.	Office of Institutional Research generates Tk20 reports each semester. Progress reviewed by CWAC/Academic Affairs leadership and discussed with department chairs, discipline leads, and key faculty
Quantitative Literacy	Select and apply mathematical tools to draw conclusions from quantitative data.	Juried assessments in Tk20. A team of 4 assessors will score artifacts using rubrics developed by the College-Wide Assessment Committee (CWAC)	Courses tapped for student artifacts will be determined through maping in Tk20. Student cohort will be filtered into groups of students with <29 credits and >30 credits. Instructors will be notified after the roster reconciliation deadline, and will upload samples directly to Tk20 or give them to CWAC members to scan and upload	CWAC, Associate Provost	2013, and once every three semesters thereafter	CWAC, Office of Institutional Research, Department Chairs, Faculty Stakeholders	Reports generated by Tk20, disseminated to all CWAC members, provosts, and department chairs. Faculty stakeholder discussion and analysis at department meetings and at semi-annual Assessment Showcase events. Results also communicated via email, electronic newsletters and website.	Office of Institutional Research generates Tk20 reports each semester. Progress reviewed by CWAC/Academic Affairs leadership and discussed with department chairs, discipline leads, and key faculty

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Oral Communication	Competently construct and effectively present orally, understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.	Juried assessments in Tk20. A team of 4 assessors will score artifacts using rubrics developed by the College-Wide Assessment Committee (CWAC)	Courses tapped for student artifacts will be determined through maping in Tk20. Student cohort will be filtered into groups of students with <29 credits and >30 credits. Instructors will be notified after the roster reconciliation deadline, and will upload samples directly to Tk20, or give them to CWAC members to scan and upload	CWAC, Associate Provost	2013, and once every three semesters thereafter	CWAC, Office of Institutional Research, Department Chairs, Faculty Stakeholders	Reports generated by Tk20, disseminated to all CWAC members, provosts, and department chairs. Faculty stakeholder discussion and analysis at department meetings and at semi-annual Assessment Showcase events. Results also communicated via email, electronic newsletters and website.	Office of Institutional Research generates Tk20 reports each semester. Progress reviewed by CWAC/Academic Affairs leadership and discussed with department chairs, discipline leads, and key faculty
Written Communication	Write appropriately for audience, purpose and genre; demonstrate appropriate content, organization, syntax, and style.	Juried assessments in Tk20. A team of 4 assessors will score artifacts using rubrics developed by the College-Wide Assessment Committee (CWAC)	Courses tapped for student artifacts will be determined through maping in Tk20. Student cohort will be filtered into groups of students with <29 credits and >30 credits. Instructors will be notified after the roster reconciliation deadline, and will upload samples directly to Tk20 or give them to CWAC members to scan and upload	CWAC, Associate Provost	2013, and once every three semesters thereafter	CWAC, Office of Institutional Research, Department Chairs, Faculty Stakeholders	Reports generated by Tk20, disseminated to all CWAC members, provosts, and department chairs. Faculty stakeholder discussion and analysis at department meetings and at semi-annual Assessment Showcase events. Results also communicated via email, electronic newsletters and website.	Office of Institutional Research generates Tk20 reports each semester. Progress reviewed by CWAC/Academic Affairs leadership and discussed with department chairs, discipline leads, and key faculty

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Technology Literacy	Demonstrate the ability to communicate, create, and collaborate effectively using technologies in multiple modalities	Juried assessments in Tk20. A team of 4 assessors will score artifacts using rubrics developed by the College-Wide Assessment Committee (CWAC)	Courses tapped for student artifacts will be determined through maping in Tk20. Student cohort will be filtered into groups of students with <29 credits and >30 credits. Instructors will be notified after the roster reconciliation deadline, and will upload samples directly to Tk20, or give them to CWAC members to scan and upload	CWAC, Associate Provost	2013, and once every three semesters thereafter	CWAC, Office of Institutional Research, Department Chairs, Faculty Stakeholders	Reports generated by Tk20, disseminated to all CWAC members, provosts, and department chairs. Faculty stakeholder discussion and analysis at department meetings and at semi-annual Assessment Showcase events. Results also communicated via email, electronic newsletters and website.	Office of Institutional Research generates Tk20 reports each semester. Progress reviewed by CWAC/Academic Affairs leadership and discussed with department chairs, discipline leads, and key faculty
Critical Thinking	Generate a new idea or artifact by combining, changing or reapplying existing ideas or products.	Juried assessments in Tk20. A team of 4 assessors will score artifacts using rubrics developed by the College-Wide Assessment Committee (CWAC)	Courses tapped for student artifacts will be determined through maping in Tk20. Student cohort will be filtered into groups of students with <29 credits and >30 credits. Instructors will be notified after the roster reconciliation deadline, and will upload samples directly to Tk20, or give them to CWAC members to scan and upload	CWAC, Associate Provost	2013, and once every three semesters thereafter	CWAC, Office of Institutional Research, Department Chairs, Faculty Stakeholders	Reports generated by Tk20, disseminated to all CWAC members, provosts, and department chairs. Faculty stakeholder discussion and analysis at department meetings and at semi-annual Assessment Showcase events. Results also communicated via email, electronic newsletters and website.	Office of Institutional Research generates Tk20 reports each semester. Progress reviewed by CWAC/Academic Affairs leadership and discussed with department chairs, discipline leads, and key faculty

Appendix 3

Information Literacy Assessment

Criteria	1—No/Limited Proficiency	2—Some Proficiency	3--Proficiency	4—Advanced Proficiency	Mean Score
Student is able to find the type of information needed	Identifies no or little relevant information; locates inadequate sources or no sources. **(18.3%)**	Identifies some relevant information; locates more than one type of source **(43.4%)**	Identifies relevant information. Locates multiple sources that reflect some variety. **(31.4%)**	Uses excellent supporting evidence/sources; Locates optimal variety of relevant sources. **(6.9%)**	**2.27**
Student evaluates information	Chooses sources with little or no consideration to quality or the research need; uses only popular or no sources. **(29.4)**	Selects credible sources that are related to the research need; Uses some academic resources. **(45.4%)**	Clearly distinguishes the quality and credibility of sources; uses more academic than popular sources. **(20.1%)**	Accurately distinguishes the quality and credibility of sources; uses mostly academic sources. **(5.2%)**	**2.01**
Student organizes information effectively to accomplish the assigned goal	No integration of content. Ideas incoherent. Mostly copy and paste of sources. **(14.6%)**	Some integration of content to support purposes and format of the assignment. Weakly communicates ideas. **(46.2%)**	Integrates content in support of purposes and format of the assignment. Communicates ideas clearly. **(33.3%)**	Effectively integrates content in support of purposes and format of the assignment using multiple sources; strong communication of ideas. **(5.9%)**	**2.30**
Student uses information ethically and legally	Does not include paraphrases, summaries, and quotes appropriately. Citations and in-text references are mostly missing. **(22.3%)**	Relies heavily on quotes; uses citations and in-text references with multiple errors. **(47.8%)**	Uses more paraphrases than quotes; Uses and formats citations and in-text references correctly with minor lapses. **(26.4%)**	Very few direct quotes; Uses and formats citations and references correctly. **(3.5%)**	**2.11**

- 179 students from English 102 were assessed.
- Students scored highest in their abilities to find and organize information.
- Students scored lowest in abilities to evaluate information.
- 79% of students were assessed as having at least some proficiency across Information Literacy competencies.

Appendix 4

Critical Thinking Assessment

Criteria	1—No/Limited Proficiency	2—Some Proficiency	3--Proficiency	4—Advanced Proficiency	Mean Score
Identification	Problem or issue ambiguous or not present. **(6.1%)**	Problem or issue present, but ambiguous. **(17.7%)**	Identified implicitly or incompletely described. **(45.8%)**	Clearly identified, explicit. **(30.3%)**	**3.00**
Method(s)	Completely inappropriate choice & method(s) use. **(1.3%)**	Choice, use of method(s) needs improvement. **(17.9%)**	Some inappropriate choice or use of method(s). **(31.8%)**	Selected and used appropriately. **(49.0%)**	**3.29**
Alternate Points of View	Obvious alternate views ignored. **(12.7%)**	Some attention to at least one alternate view. **(36.1%)**	Thoroughly considered attention to one alternate view. **(29.9%)**	Thoroughly considered multiple alternate points of view. **(21.3%)**	**2.60**
Integration	Ideas lack connection or coherence. **(3.4%)**	Some connections to a few ideas are made. **(20.3%)**	Ideas integrated into a somewhat coherent piece. **(48.2%)**	Ideas well integrated into a coherent argument, solution, presentation, etc. **(28.2%)**	**3.01**
Conclusions, Solution(s)	Conclusions, solutions(s) unwarranted; maintains preconceived views, regardless of evidence of need for different solution. **(2.2%)**	Some unwarranted conclusions drawn, or some solution errors. **(25.2%)**	Most conclusions, solutions based on evidence. **(34.9%)**	Conclusions, solutions based on evidence/sound methods. **(37.7%)**	**3.08**
Creativity, Innovation	No evidence of engagement, new ideas on topic; simply a rehash of other people's ideas. **(5.6%)**	Very few new insights, primarily based on collection and repetition of other people's ideas, products, images. **(34.2%)**	Some new insights, reflects some in depth consideration of topic. **(43.0%)**	Fresh ideas, reflecting in-depth student engagement with the topic. **(14.3%)**	**2.63**

- Assessed 207 Arch 101, Chem 101, CJ 104, Comm 110, Exsc 102, Hum 201, MA 140, Math 202, Phil 101, Soci 202 students
- 75% of students were assessed as having proficiency or advanced proficiency across Critical Thinking competencies.
- Scores were highest in choice and use of methods, where almost half of students were rated as having advanced proficiency.

Appendix 5

Quantitative Literacy Assessment

Criteria	1-No/Limited Proficiency	2-Some Proficiency	3-Proficiency	4-Advanced Proficiency	Mean Score
Provides reasoning for numerical conclusions	No work or supporting evidence is present. **(60.6%)**	Limited, disjoint work is present but progression is unclear. **(14.2%)**	Most work shown is correct and simple arithmetic is omitted. **(16.0%)**	Clear explanation of each step is made in the process. Simple arithmetic is omitted appropriately. **(9.3%)**	**1.74**
Ability to identify and explain quantitative information presented in various forms (e.g. diagrams, tables, words)	No attempt was made, or any identifications or explanations are incorrect. **(14.7%)**	Some information is identified, but mostly irrelevant or incorrectly interpreted. **(28.3%)**	Most information is correctly identified, but some explanations are incorrect but minor. **(30.6%)**	Correctly identified and interpreted all relevant information. **(26.4%)**	**2.69**
Performs computations with appropriate precision	Computations are not attempted, or the attempted computation is irrelevant. **(64.4%)**	Computations are attempted, but are incomplete or with major conceptual errors. **(11.6%)**	Computations contain some minor errors. The solution is approximated incorrectly or inexact. **(9.5%)**	All computations are correct and significant figures or exactness is respected. **(14.6%)**	**1.74**
Ability to convert relevant information into various forms (e.g., equations, graphs, diagrams, tables, words)	No attempt made or any attempt is inapplicable to the situation. **(45.9%)**	Some relevant information is incorporated into a new form, but not correctly. An inappropriate form is used. **(23.8%)**	Most relevant information is correctly converted, but minor mistakes are present. Some irrelevant information is used. **(13.8%)**	All information is presented in the proper format and converted correctly. **(16.6%)**	**2.01**
Demonstrates an ability to check the conclusion for reasonableness and accuracy.	No explanation of conclusion is present, or only a terse, dismissive check is made. **(40.4%)**	An explanation of conclusion is present, but not logical, correct, legible, or coherent. **(25.1%)**	Conclusion is correct and explained, but incomplete or poorly stated. **(12.1%)**	A correct and complete explanation of conclusion is given. **(22.5%)**	**2.17**

- 66 students in Math 121 and 113 students in Math 103 were assessed.
- Students scored highest in their abilities to identify and explain quantitative information, with 57% of students assessed as having proficiency or advanced proficiency in this area.
- 55% of students were assessed as having at least some proficiency across Quantitative Literacy competencies.

Appendix 6

Written Communication Assessment

	1—No/Limited Proficiency	2—Some Proficiency	3--Proficiency	4—Advanced Proficiency	Mean Scores
Ideas/ Engagement With Topic	Does not show original thinking or understanding of the topic; is not appropriate for audience; does not engage with the purpose of the assignment **(1.35%)**	Shows understanding of the topic, but may not contain original thinking or interpretation; may not fully engage with the purpose of the assignment. **(13.90%)**	Shows understanding of the topic and audience and some original thinking. **(65.02%)**	Shows original or imaginative thinking (appropriate for audience); approaches the topic in a unique and effective way. **(17.49%)**	**2.94**
Thesis/Focus	No thesis or apparent focus. **(4.48%)**	Thesis is present, but weak, broad, unclear, or unimaginative. **(30.94%)**	Adequate, identifiable thesis. **(54.71%)**	Thesis offers an original take on the question or challenges the reader's understanding **(7.17%)**	**2.60**
Structure/ Organization	Organization is unclear or ineffective for the question, audience, or thesis. **(1.35%)**	Organization is rudimentary or inconsistent; paragraphs and transitions may be abrupt; flow of ideas may be illogical or inconsistent with question, audience, or thesis. **(28.25%)**	Organization is mostly clear and appropriate to the question, audience, or thesis; introduction and conclusion support the overall argument. Sequence of ideas and arguments could be improved. **(55.61%)**	Organization is effective and imaginative; Sequence of ideas or paragraphs is effective, and transitions are smooth. **(12.56%)**	**2.75**
Mechanics	Contains multiple or egregious errors of grammar, syntax, or spelling that severely hinder the reader's understanding. **(2.24%)**	Contains errors of grammar, syntax, or spelling that may hinder the reader's understanding. Sentence structure may be too basic or not varied. **(26.46%)**	Effective sentence structure with few errors. Minor errors of grammar, syntax, or spelling. **(52.91%)**	Rich, varied, and imaginative sentence structure; no visible errors of grammar, syntax, or spelling. **(16.14%)**	**2.78**

- 113 samples from ENGL 101, SOCI 201, PSYC 101, and HUM 201 were assessed
- 97.63% were assessed as having at least some proficiency across the Written Communication competencies.

Appendix 7 - Oral Communication Assessment

Criteria	4—Advanced Proficiency	3—Proficiency	2—Some Proficiency	1—No/Limited Proficiency	Mean Scores
Focus	Thesis is very clearly stated and topic is very clearly narrowed. Purpose of speech is very clear. Specific audience is very clearly taken into account. **(29.82%)**	Thesis is clearly stated, topic is limited but not clearly narrowed. Purpose of speech may be clearly implied, but may not be explicit. Audience may be implied. **(28.95%)**	Thesis is unclear or vaguely implied. Purpose of speech may be unclear. Audience may be unclear or misjudged. **(36.84%)**	Topic and thesis are unclear. No effort to narrow focus. Student is indifferent to specific audience. **(4.39%)**	**2.84**
Organization	Organization is appropriate for topic and purpose. The speech has a clear introduction that catches the audience's attention. Effective transitions recap each main point. Conclusion is related to the speech. **(13.27%)**	Organization is appropriate, but may not be as effective at increasing knowledge, fostering understanding, or promoting change in audience. Introduction may not be clear. The speech has transitions. **(52.21%)**	Organization may be ineffective and not related to the whole. Logical plan must be inferred by audience. Ineffective or unclear transitions between ideas. **(32.74%)**	Organization is extremely unclear, or no attempt to organize ideas. No logical plan or transition between ideas. **(1.77%)**	**2.77**
Style	Language use is appropriate, very effective, and memorable. Tone is appropriate. **(14.16%)**	Most language is somewhat memorable. Language use is correct. Tone is usually appropriate. **(60.18%)**	Language use is generally accurate but not memorable or persuasive. Tone may be inappropriate for audience or type of speech. **(25.66%)**	Language is confusing, inaccurate, and/or inappropriate. Tone is inappropriate for audience. **(0%)**	**2.88**
Physical Behaviors	Eye contact is well established. Gestures and paralinguistic activity is effectively used at important points in the speech. Notes are referenced rarely. **(18.92%)**	Eye contact is somewhat established. Gestures are used occasionally or at points in the speech that are not as effective. Notes are referenced infrequently. **(31.53%)**	Almost no eye contact. Very few or ineffective gestures. Notes are referenced frequently. **(36.94%)**	Eye contact is not established. No attempt at gestures. Speech was read to the audience. **(12.61%)**	**2.57**
Language Delivery	Student is extremely articulate. Pronunciation is very clear and sophisticated. Uses vocal variety in rate, pitch, and volume appropriate to the audience and topic. Very limited use of vocalized pauses ("uh," "ah," etc.). **(18.42%)**	Student is articulate. There may be errors in pronunciation. Pitch, rate, and volume may not vary effectively. Use of vocalized pauses is noticeable. **(56.14%)**	Student is somewhat or intermittently articulate. Errors in pronunciation may obscure the meaning of points or make them less effective in increasing knowledge, fostering understanding, or promoting change. Use of vocalized pauses is noticeable enough to interfere with the message or authority of the speech. **(22.8%)**	Student is barely articulate or inarticulate. Serious, persistent errors in pronunciation. Vocalized pauses are pervasive. Pitch, tone, and volume may be overly distracting or unvarying. **(2.63%)**	**2.9**

- 95.75% were assessed as having at least some proficiency across Oral Communication competencies.
- Physical Behaviors was the lowest scored competency area.

Appendix 8

Technology Literacy Assessment Learning Criteria		
An MS Word performance exam was given to students to assess this learning outcome. The exam covered the following objectives and 851/1059 (80.4%)scored 70% or higher.	**An MS Excel performance exam was given to students to assess this learning outcome. The exam covered the following objectives and 788/989 (79.7%) scored 70% or higher.**	**An MS Access performance exam was given to students to assess this learning outcome. The exam covered the following objectives and 765/903 (84.7%) scored 70% or higher.**
Begin Word software. Download a file from a web site. Open the file in Word. Save the file. Display the formatting marks.	Begin Excel software. Download a file from a web site. Open the file in Excel. Save the file with a different name.	Begin Access software. Download a file from a web site. Open the file in Access. Save the file with a different name.
Change font size. Apply font effects.	Use the Sum function	Open table in design view. Rename a field name. Change data type. Add new field names and data types.
Create a colored border around selected text.	Apply cell styles	Open table is datasheet view. Add new records.
Move text using drag and drop. Remove blank lines.	Insert sparklines. Format sparklines	Append records from an excel workbook into an access table.
Apply bullets to selected text.	Use the IF function	Best fit all fields.
Insert a Picture. Modify width and apply square wrapping.	Apply conditional formatting	Create a new table by importing an excel spreadsheet.
Position picture to an exact horizontal and vertical alignment. Apply picture styles.	Use the median function.	Set a primary key field.
Add footnotes. Modify footnote style. Apply first line indent. Set line spacing to double.	Format using accounting number style	Delete fields.
Add a book citation to a paragraph.	Format a range as a table with headers.	Change the view of the navigation pane.
Set a right tab stop with leader dots.	Filter the table. Add a total row. Sum a column in the total row.	Create a one to many relationship between tables. Enforce referential integrity and cascade options.
Insert a bibliography in MLA format. Change line spacing, spacing after paragraph. Apply hanging indents.	Add text to a cell.	Create a relationship report
Insert text from a file.	Convert table back to normal range.	Create a query with text as criteria for a field. Hide a field from results.
Change text from 1 to 2 columns.	Use the count function	Create a query with two criteria combining an AND with an OR.
Insert a 2 by 1 table. Add text to the table. Insert a new row in the table.	Insert a 3-D formula	Sort data
Modify the table columns to change the width.	Rename a sheet name.	Create a query using wildcard characters.
Merge two cells into one. Center text within a cell. Apply bold.	Use absolute cell references.	Create a query using calculated fields.
Remove borders from the table. Apply a 3 pt border to top and bottom. Change the color of the border and change the color of shading.	Create a formula that divides.	Create a crosstab query.
Insert a smart art graphics. Modify the size. Add text. Change the style.	Use the fill handle to copy.	Create a parameter query.

Appendix 8

An MS Word performance exam was given to students to assess this learning outcome. Th exam covered the following objectives.	An MS Excel performance exam was given to students to assess this learning outcome. Th exam covered the following objectives.	An MS Access performance exam was given to students to assess this learning outcome. Th exam covered the following objectives.
Insert filename as a footer.	Use the format painter to copy formatting	Create a form. Add new record using the form.
Use Mail merge wizard to create labels. Merge the labels with a word document. Copy the labels to another document.	Create a formula that references another cell.	Use filter by form to display records.
	Create a formula to calculate a projected increase.	Create a report. Add a theme to the report. Change the properties of fields on the report.
	Autofit column widths.	Create a report using the Report wizard. Group and sort data on the report.
	Create a pie chart using non-adjacent ranges. Modify the size of the Pie chart. Hide the legend. Show data labels. Use fill coloring.	Save work. Upload completed file to web site.
	Use flash fill.	
	Merge and center cells.	
	Insert sheet tab in center of footer.	
	Change the color of sheet tabs.	
	Save the file. Upload to a web site.	

Appendix 9

Report Title: Planning 021: Aggregate Report on Juried Assessments

Assessment Tool General Education Information Literacy Rubric

Criteria	1 - No/Limited Proficiency	2 - Some Proficiency	3 - Proficiency	4 - Advanced Proficiency	No Response	Total Response	Mean	Median	Mode	Standard Deviation
Student is able to find the type of information needed	64 (18.3%)	152 (43.4%)	110 (31.4%)	24 (6.9%)	17 (4.6%)	350	2.27	2.0	2.0	0.84
Student evaluates information.	101 (29.4%)	156 (45.4%)	69 (20.1%)	18 (5.2%)	23 (6.3%)	344	2.01	2.0	2.0	0.84
Student organizes information effectively to accomplish the assigned g	50 (14.6%)	158 (46.2%)	114 (33.3%)	20 (5.9%)	25 (6.8%)	342	2.3	2.0	2.0	0.79
Student uses information ethically and legally.	76 (22.3%)	163 (47.8%)	90 (26.4%)	12 (3.5%)	26 (7.1%)	341	2.11	2.0	2.0	0.78
Total/Percentage	291 (21.1%)	629 (45.7%)	383 (27.8%)	74 (5.4%)	91 (6.2%)	1377				

Report Title: Planning 021: Aggregate Report on Juried Assessments

Assessment Name **Critical Thinking General Education Assessment Fall 2013**

Criteria	1 - Limited/No Proficiency	2 - Some Proficiency	3 - Proficiency	4 - Advanced Proficiency	No Response	Total Respons	Mean	Median	Mode	Standard Deviation
Identification	19 (6.1%)	55 (17.7%)	142 (45.8%)	94 (30.3%)	42 (11.9%)	310	3	3.0	3.0	0.85
Method(s)	4 (1.3%)	55 (17.9%)	98 (31.8%)	151 (49.0%)	44 (12.5%)	308	3.29	3.0	4.0	0.8
Alternate Points of View	37 (12.7%)	105 (36.1%)	87 (29.9%)	62 (21.3%)	61 (17.3%)	291	2.6	3.0	2.0	0.96
Integration	11 (3.4%)	66 (20.3%)	157 (48.2%)	92 (28.2%)	26 (7.4%)	326	3.01	3.0	3.0	0.79
Conclusions, Solution(s)	7 (2.2%)	80 (25.2%)	111 (34.9%)	120 (37.7%)	34 (9.7%)	318	3.08	3.0	4.0	0.84
Creativity, Innovation	26 (8.5%)	105 (34.2%)	132 (43.0%)	44 (14.3%)	45 (12.8%)	307	2.63	3.0	3.0	0.83
Total/Percentage	104 (5.6%)	466 (25.1%)	727 (39.1%)	563 (30.3%)	252 (11.9%)	1860				

Report Title: Planning 021: Aggregate Report on Juried Assessments

Assessment Tool	General Education Quantitative Literacy Rubric
Assessment Name	Any
From Date (Update date)	12/19/2013

Criteria	1 - No/Limited Proficiency	2 - Some Proficiency	3 - Proficiency	4 - Advanced Proficiency	No Response	Total Response	Mean	Median	Mode	Standard Deviation
Provides reasoning for numerical conclusions	321 (60.6%)	75 (14.2%)	85 (16.0%)	49 (9.3%)	7 (1.3%)	530	1.74	1.0	1.0	1.03
Ability to identify and explain quantitative information presented in various forms (e.g., diagrams, tables, w	78 (14.7%)	150 (28.3%)	162 (30.6%)	140 (26.4%)	7 (1.3%)	530	2.69	3.0	3.0	1.02
Performs computations with appropriate precision	340 (64.4%)	61 (11.6%)	50 (9.5%)	77 (14.6%)	9 (1.7%)	528	1.74	1.0	1.0	1.12
Ability to convert relevant information into various forms (e.g., equations, graphs, diagrams, tables, words)	243 (45.9%)	126 (23.8%)	73 (13.8%)	88 (16.6%)	7 (1.3%)	530	2.01	2.0	1.0	1.12
Demonstrates an ability to check the conclusion for reasonableness and accuracy	214 (40.4%)	133 (25.1%)	64 (12.1%)	119 (22.5%)	7 (1.3%)	530	2.17	2.0	1.0	1.18
Total/Mean Percentage	1196 (45.2%)	545 (20.6%)	434 (16.4%)	473 (17.9%)	37 (1.4%)	2648				

Appendix 12

Written Communication Aggregate Report

Criteria	Ideas	Thesis	Structure	Mechanics
Mean of All Scores	2.941704036	2.600896861	2.748878924	2.784753363
Median of All Scores	3	3	3	3

Appendix 13

Report Title: Planning 021: Aggregate Report on Juried Assessments

Assessment Tool General Education Oral Communication Rubric

Criteria	4 - Advanced Proficiency	3 - Proficiency	2 - Some Proficiency	1 - No/Limited Proficiency	No Response	Total Response	Mean	Median	Mode	Standard Deviation
Focus	34 (29.8%)	33 (29.0%)	42 (36.8%)	5 (4.4%)	7 (5.8%)	114	2.84	3.0	2.0	0.9
Organization	15 (13.3%)	59 (52.2%)	37 (32.7%)	2 (1.8%)	8 (6.6%)	113	2.77	3.0	3.0	0.69
Style	16 (14.2%)	68 (60.2%)	29 (25.7%)	0 (0.0%)	8 (6.6%)	113	2.88	3.0	3.0	0.62
Physical Behaviors	21 (18.9%)	35 (31.5%)	41 (36.9%)	14 (12.6%)	10 (8.3%)	111	2.57	3.0	2.0	0.94
Language Delivery	21 (18.4%)	64 (56.1%)	26 (22.8%)	3 (2.6%)	7 (5.8%)	114	2.9	3.0	3.0	0.71
Total/Percentage	107 (18.9%)	259 (45.8%)	175 (31.0%)	24 (4.3%)	40 (6.6%)	565				

Appendix 14

All CIS 105 sections

Word Performance Exams - Fall 2013

Section	Campus	# of Students who passed	# of Students who did not pass	Total # of students who completed exam	# of Students who did not complete the exam
21835	VC	14	2	16	2
20444	HB	12	4	16	
21856	VC	15	1	16	2
20958	Leb	11	2	13	1
26356	CHS	13	1	14	
23340	VC	3	3	6	
21982	VC	13	2	15	1
26221	VC	15	1	16	1
21362	Getty	21	3	24	
22735	HB	14	3	17	1
23339	VC	9	4	13	3
20546, 20552	HB	20	10	30	11
20549	HB	15	3	18	1
20748, 20890, 20997	VC	35	10	45	4
21398	York	12	4	16	1
26300	CHS	31	0	31	1
20660, 21547, 21796	Lanc	38	21	59	12
21230, 22088	VC	19	9	28	2
20538	HB	7	4	11	4
20548	HB	19	2	21	2
21649	York	19	2	21	0
20541, 21897, 20543	HB	40	16	56	3
24310	VC	10	3	13	2
21827 V07	VC	16	1	17	2
21080	VC	8	1	9	7
25910 V17	VC	12	2	14	3
20542	HB	14	3	17	4
26394	Getty	27	7	34	8
20647	Lanc	14	7	21	2
20658	Lanc	18	3	21	1
22089	VC	5	1	6	3
20662	Lanc	9	6	15	8
21721	VC	10	4	14	2
25583	York	7	6	13	1
21613	York	18	0	18	1
23749	York	14	6	20	1
24708, 24686	Lanc	31	0	31	0
20693	Getty	18	2	20	1

23579	HB	16	4	20	2
20539	HB	14	8	22	2
20695	Getty	16	4	20	3
22164, 23997	York	26	14	40	0
20554	HB	14	0	14	1
20020	HB	21	0	21	0
23300	HB	10	0	10	2
20021	Leb	16	2	18	1
20661	Lanc	17	0	17	0
24711	Lanc	22	0	22	0
21891	York	12	0	12	0
20540	HB	17	2	19	1
20443	HB	15	5	20	2
25623	HB	9	10	19	2
Total		**851**	**208**	**1059**	**114**
Percentage of Total		**80.36%**	**19.64%**		

Appendix 15

All CIS 105 sections

Excel Performance Exams - Fall 2013

Section	Campus	# of Students who passes	# of Students who did not pass	Total # of students who completed exam	# of Students who did not complete the exam
21835	VC	15	0	15	3
20444	HB	11	2	13	3
21856	VC	15	2	17	1
20958	Leb	12	2	14	0
26356	CHS	13	0	13	1
23340	VC	4	16	20	2
21982	VC	11	1	12	4
26221	VC	12	0	12	2
21362	Getty	19	4	23	0
22735	HB	14	3	17	1
23339	VC	9	2	11	1
20546, 20552	HB	25	6	31	10
20549	HB	9	3	12	7
20748, 20890, 20997	VC	37	4	41	7
21398	York	10	5	15	2
26300	CHS	31	0	31	1
20660, 21547, 21796	Lanc	36	12	48	22
21230, 22088	VC	25	1	26	4
20538	HB	10	2	12	3
20548	HB	17	2	19	4
21649	York	14	7	21	0
20541, 21897, 20543	HB	46	8	54	5
24310	VC	12	0	12	3
21827 V07	VC	14	1	15	4
21080	VC	7	2	9	7
25910 V17	VC	8	2	10	6
20542	HB	15	5	20	3
26394	Getty	25	10	35	7
20647	Lanc	11	8	19	4
20658	Lanc	17	4	21	1
22089	VC	4	1	5	4
20662	Lanc	10	7	17	6
21721	VC	12	1	13	0
25583	York	8	3	11	3
21613	York	4	11	15	4
23749	York	11	8	19	2
24708, 24686	Lanc	25	4	29	0
20693	Getty	17	2	19	2

23579	HB	13	5	18	4
20539	HB	8	8	16	8
20695	Getty	16	2	18	5
22164, 23997	York	22	15	37	3
20554	HB	0	0	0	0
20020	HB	0	0	0	0
23300	HB	0	0	0	0
20021	Leb	0	0	0	0
20661	Lanc	0	0	0	0
24711	Lanc	0	0	0	0
21891	York	0	0	0	0
20540	HB	0	0	0	0
20443	HB	0	0	0	0
25623	HB	0	0	0	0
Total		**654**	**181**	**835**	**159**
Percentage of Total		78.32%	21.68%		

Appendix 16

All CIS 105 sections

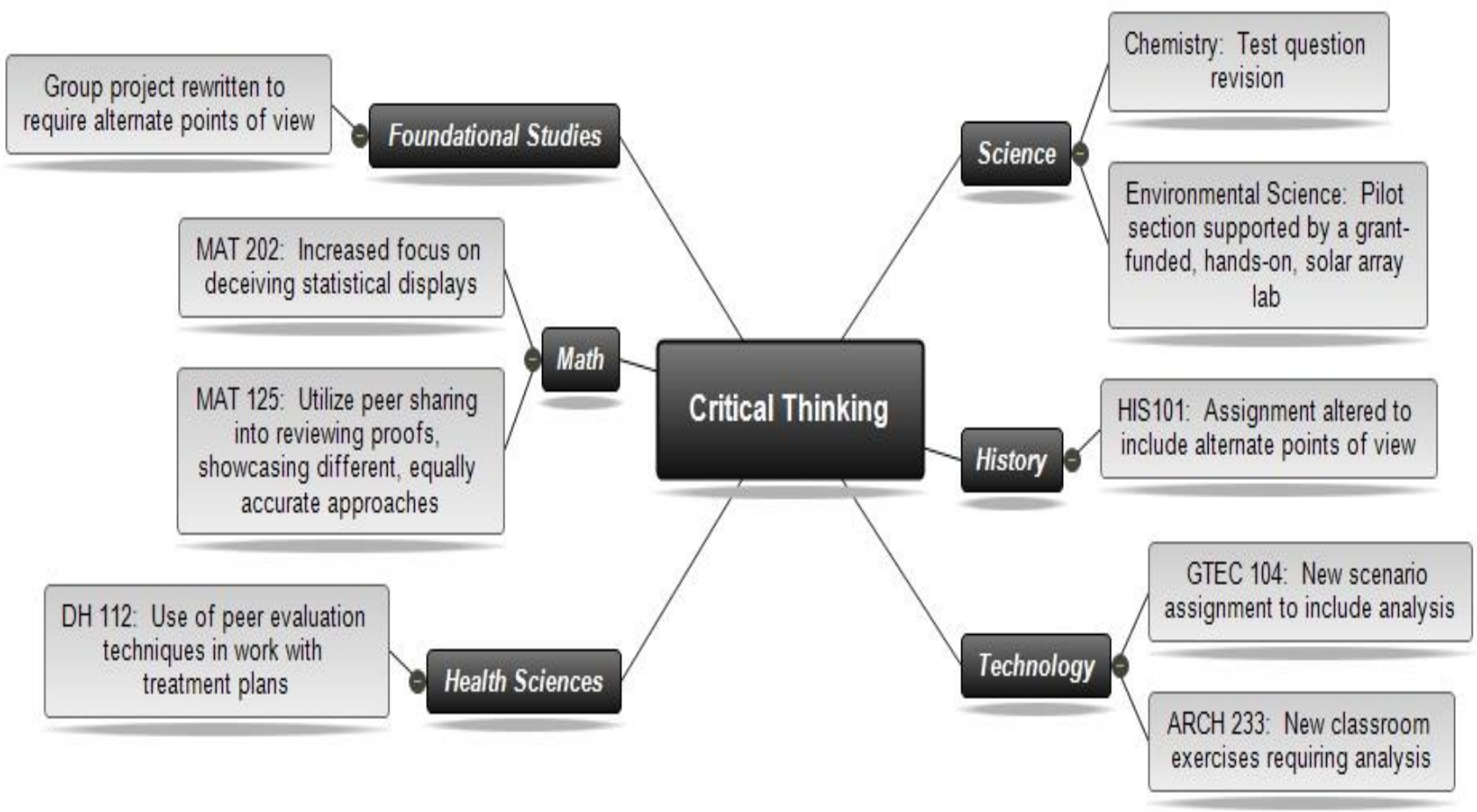
Access Performance Exams - Fall 2013

Section	Campus	# of Students who passes	# of Students who did not pass	Total # of students who completed exam	# of Students who did not complete the exam
21835	VC	12	0	12	6
20444	HB	11	2	13	4
21856	VC	14	0	14	4
20958	Leb	7	3	10	4
26356	CHS	0	0	0	0
23340	VC	4	0	4	2
21982	VC	9	3	12	4
26221	VC	13	1	14	1
21362	Getty	15	7	22	1
22735	HB	0	0	0	0
23339	VC	8	1	9	3
20546, 20552	HB	25	6	31	10
20549	HB	13	1	14	5
20748, 20890, 20997	VC	37	1	38	10
21398	York	9	5	14	3
26300	CHS	0	0	0	0
20660, 21547, 21796	Lanc	37	8	45	25
21230, 22088	VC	23	1	24	6
20538	HB	11	2	13	2
20548	HB	17	2	19	4
21649	York	16	4	20	1
20541, 21897, 20543	HB	40	11	51	8
24310	VC	10	0	10	5
21827 V07	VC	14	0	14	5
21080	VC	9	0	9	7
25910 V17	VC	8	2	10	7
20542	HB	0	0	0	0
26394	Getty	25	7	32	10
20647	Lanc	17	1	18	5
20658	Lanc	18	2	20	2
22089	VC	2	0	2	7
20662	Lanc	10	4	14	9
21721	VC	10	1	11	2
25583	York	7	2	9	5
21613	York	7	7	14	5
23749	York	9	6	15	6
24708, 24686	Lanc	25	4	29	0
20693	Getty	15	2	17	4

23579	HB	0	0	0	0
20539	HB	12	1	13	11
20695	Getty	13	5	18	5
22164, 23997	York	29	7	36	4
20554	HB	0	0	0	0
20020	HB	0	0	0	0
23300	HB	0	0	0	0
20021	Leb	0	0	0	0
20661	Lanc	0	0	0	0
24711	Lanc	0	0	0	0
21891	York	0	0	0	0
20540	HB	0	0	0	0
20443	HB	0	0	0	0
25623	HB	0	0	0	0
Total		**561**	**109**	**670**	**202**
Percentage of Total		83.73%	16.27%		

Appendix 17

Selected Responses to HACC's Critical Thinking Outcome Assessment



HACC Founded in 1964 Central Pennsylvania's Community College

Tk20™

Information Literacy

Assessment Plan: HACC Assessment Plan

Plan Overview

Plan Overview

Outcome/Goal	Information Literacy
Assessment Period	2013-2014 Academic Year
Description	Demonstrate the ability to find, evaluate, organize and use information effectively and ethically.

Measures/Benchmarks

Advanced Measures

Measures

No advanced measures defined for this gen ed outcome.

Results

This gen ed outcome was: Met ✓ Partially Met Not Met

Results	179 artifacts received (about 50% of those requested). 79% were assessed as having at least some proficiency across competencies. Mean Scores were as follows: Find: 2.27 Evaluates: 2.01 Organizes: 2.3 Uses ethically: 2.1 Students scored in lower range of acceptable for all four competencies. Holistically, 21.13% of artifacts were of no/limited proficiency. 45.68% were of some proficiency. 27.81 were proficient 5.37% were of advanced proficiency. Regarding CCSSE findings: 72.3% of students responded that they had often or very often worked on a paper or project that required integrating ideas or information. 5.7% responded that they had never done this.
*If less than Met, program should plan further action to improve performance.	✓ Further Action Planned Further Action Unnecessary

Analysis/Recommendations

the First Year course assignments and practices.
  - The Lancaster Campus' reference tracking process will be enhanced to include resource evaluation, and will be used as a college-wide best practice.
- In foundational studies, faculty have developed a new presentation option requiring scholarly resources, and a department meeting was devoted to supporting faculty in better teaching and more consistently requiring MLA citations.
- A research project is being assigned in MAT 125.
- HIS 101 is strengthening its requirements related to the use of scholarly resources.
- GTEC 104 has developed a scenario assignment which includes a research requirement related to blueprint specifications.
- In ARCH 233, research components are being integrated into existing assignments.

Assessment Changes

Restructure Outcome Statement	Implemented Changes Planned Changes Not Applicable
Revise Measurement Approach	Implemented Changes Planned Changes Not Applicable
Collect and Analyze Additional Data and Information	Implemented Changes Planned Changes Not Applicable
Change Methods of Data Collection	Implemented Changes ✓ Planned Changes Not Applicable
Other	
Describe Changes	Sample courses other than ENGL.

Additional Information

Person/ Group responsible for action	CWAC
Target Date for implementation of the action	01/27/2014
Priority	High ✓ Medium Low

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Documentation/Notes

Please provide any final comments and upload your supporting documentation. If you have more than 5 documents to upload, please zip the files

Notes:

Supporting Documents	HACC GenEd IL Rubric.docx
Supporting Documents	Information Literacy Results - Fall 2013.docx
Supporting Documents	Information Literacy Assessment Brainstorming Inservice.docx
Supporting Documents	Information Literacy.jpg
Supporting Documents	No file attached

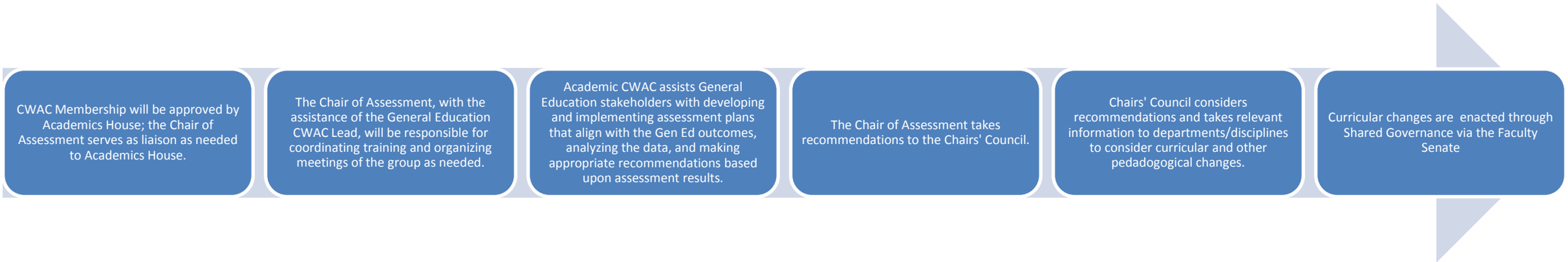
Feedback

Feedback

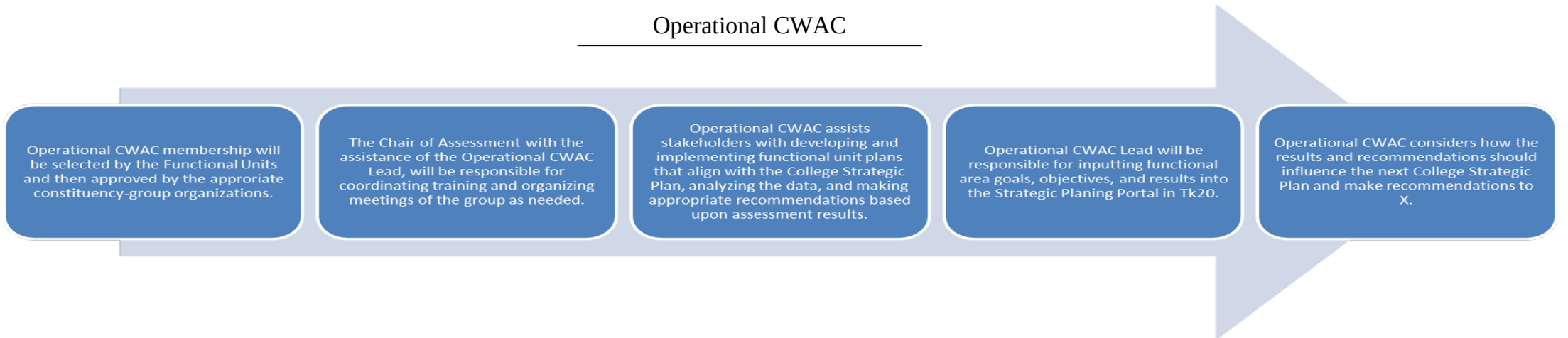
Feedback Form	From	Last Update

Close

Appendix 19
Academic CWAC



Operational CWAC



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January 2014 Assessment Dialogue Day: A Focus on General Education

Two hundred faculty members, both full time and adjunct, came together on January 9, 2014 to discuss General Education.Faculty members met in focus groups and considered the findings of the General Education assessment initiatives that had been conducted throughout 2013.In their breakout groups they talked about the ways in which the General Education Outcomes were addressed in their courses; and they talked about ways in which they could respond to the assessment findings.

HACC's General Education Outcomes may be viewed here.

The General Education Outcome assessment process takes snapshots of student performance related to each of these competencies so that faculty members, disciplines, and programs can make better-informed decisions about how best to conduct their classroom instruction and support student learning.Discussion highlights follow.

Information Literacy | Oral Communication | Written Communication
Technology Literacy | Critical Thinking | Quantitative Literacy

(Individuals who are interested in seeing the full details related to the assessment findings may contact Erin Donovan in the Institutional Research office, at emdonova@hacc.edu.)

Information Literacy [Rubric (pdf)]
Writing samples from 179 students enrolled in ENG102 were assessed, with 79% of the students demonstrating at least some proficiency across information literacy competencies.Of particular concern related to this outcome was the weakness related to the students' abilities to evaluate information;in 29% of the writing samples, students chose sources with little or no consideration to quality or the research need and they used only popular (or no) sources.In the breakout discussion, faculty members from many disciplines were discussing ways in which they could better support students in evaluating information more proficiently.
Click here to see selected faculty responses to these assessment findings. (pdf)

Oral Communication [Rubric (pdf)]
This General Education Outcome was assessed in two ways.More than 60 recorded speeches were assessed by CWAC jurors, and faculty members assessed more than 100 speeches in their own classes (7 different classes were sampled).The same rubric was applied.While the classroom faculty members tended to score somewhat higher, students in both groups showed strengths in focus, organization, style, and language delivery.Students in both groups showed weakness in physical behaviors - delivering weak eye contact, few or ineffective gestures, and demonstrating a dependence upon notes.Faculty members in the breakout session discussed ways in which they could better support their students in displaying appropriate behaviors associated with oral communication, with a chorus of ideas to provide additional formal and informal, graded and ungraded, opportunities for students to speak with one another and to get feedback regarding their effectiveness in so doing.
Click here to see selected faculty responses to these assessment findings. (pdf)

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Written Communication [Rubric (pdf)]
Conducted during the spring 2013 semester, this assessment considered 113 writing samples from students enrolled in ENGL 101, SOCI201, PSYC 101, and HUM 201.More than 97% of the samples showed students having at least some proficiency across the identified competencies, with nearly 70% scoring as "proficient" or having "advanced proficiency."While HACC is pleased to celebrate this strong student performance, it was noted that 4.5% of students did not show proficiency with writing a thesis statement (the weakest performance area).
Click here to see selected faculty responses to these assessment findings. (pdf)

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Technology Literacy
In assessing this outcome, student artifacts were sampled from CIS105 since the course is required by so many programs. Rather than applying a rubric, the assessment utilized reports generated by software used by students (My ITLab).Approximately 80% of the students passed the exam on Word, 78% passed the text on Excel, and 84% passed the test on Access.While these pass rates were strong, there is some concern about the diminishing student participation rates.Faculty members attending this breakout session addressed the ways in which other courses/disciplines addressed this outcome, noting that it is sufficiently broad to be able to include a number of different

technologies used in varying ways in different disciplines.
Click here to see selected faculty responses to these assessment findings. (pdf)

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Critical Thinking [Rubric (pdf)]
CWAC jurors assessed 207 artifacts from nine courses:ARCH 101, CHEM 101, CJ 104, COMM 110, EXSC 102, HUM 201, MA 140, MATH 202, PHIL 101, and SOCI 202.Students performed very well in critical thinking, with 75% scoring as having "proficiency" or "advanced proficiency," and with 95% scoring as having at least "some proficiency."One notable weak point was that of not having considered alternate points of view, with nearly 13% of students scoring as having "no/limited proficiency.This session saw a vigorous discussion about whether or not critical thinking could be judged as well from a multiple-choice question as from a written assignment.While there was no immediate answer for this, it stimulated some thoughtful exchange.
Click here to see selected faculty responses to these assessment findings. (pdf)

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Quantitative Literacy [Rubric (pdf)]
This assessment used 176 samples of student work on final exams in MATH 103 and MATH 121.Students scored highest in their abilities to identify and explain quantitative information, with 57% of the students having "proficiency" or "advanced proficiency" in that competency.However, there were some concerns with both the assessment itself and the student performance related to this outcome.Because one question on the final exam was used for the analysis, the findings were thrown off when students elected not to answer that question.Faculty discussed ways of improving the assessment itself when this outcome is reassessed this spring semester.
Click here to see selected faculty responses to these assessment findings. (pdf)

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