

## ANNUAL SLOA SUMMARY

*Academic Year: 2016-2017*

### Division:

1. **Please describe the progress made on master syllabi. (What is the percentage of master syllabi on file with the Academic Affairs Office for the courses in your division? What is the percentage of master syllabi that include outcomes and assessment procedures? Do all faculty, full and part-time, use the master syllabus to develop course guides?)**

To continuously provide consistency and quality in the course offerings and programs in the division, the master syllabi for the courses offered in fall 2016 and spring 2017 were collected. The overall submission rate is 96% ( $n=78$ ,  $N=80$ )\*. All the master syllabi adhere to the college-wide policy of including student learning outcomes and assessment procedures. The learning outcomes that provide information regarding curriculum and types of assessment procedures as means of improving student learning are all enumerated/described.

In promoting consistency of curriculum, faculty members in the division are using the master syllabus as reference to develop their course guides while still allowing the freedom to shape their individual section within the parameters set by the college. The course syllabi for different faculty members, even those teaching the same course, are different, since every instructor has their own approach and strategies that they have found to work best for them and their students. Nevertheless, certain components within those individual course syllabi are identical, or nearly so, because they are teaching the same course and adopting the same outcomes.

*\*Internships were excluded in calculating the submission rate.*

2. **Please describe the progress made on creating Course Outcome Guides. (What is the percentage of courses with COGs in your division? What courses need to have COGs developed? What are the obstacles to completing these COGs? What is your plan/timeline for completing this work?)**

The percentage of courses with COGs in the division for 2016-2017 is at 92% ( $n=59$ ,  $N=64$ )\*. Courses lacking a COG will be developed in the 2017-18 year.

*\*Excluded in calculating the submission rate for COGs in the division were courses with less than eight student; pilot course; courses taught in the summer; and courses taught by adjunct faculty.*

3. **Please describe how course outcomes are being assessed. (What assessment instruments are being used? What's the data showing? How is data being used to improve teaching and learning? Where/how is the data stored?)**

There are 85 plus courses offered in this division. A few courses are not offered every year. These factors make it difficult to generalize about the methods of assessment and results. Samples of courses by discipline are included below with assessment methods and selective results summarized.

Methods of assessment included: using a collection of items from a test bank or instructor written items that correspond with the outcomes administered at different points throughout the course to determine students' levels of comprehension of the material; essay exams scored using a rubric; portfolios and lesson plans; projects scored with rubrics; comparison of pre-and post-test results; and final exams written to correspond with outcomes and assess students' relative mastery of outcomes.

- ACC 101-Principles of Accounting I: For the first time online students performed less well than students in F2F students. This needs to be monitored to determine if it is a trend. Two areas of weakness are: "Define internal control and identify the characteristics of an effective system of internal control and prepare a bank reconciliation."
- ACCOUNTING ACC 102-Principles of Accounting II: "Improvement is seen in almost every outcome compared to last year. Performance in online sections is lower than in face-to-face in almost all outcomes." A few content areas need to be emphasized.
- ACC 205- Income Tax II: 83% of students met the expected learning goal as compared with only 75% of students who were anticipated to meet the outcome. Questions were drawn from the Instructor Manual.

#### **ADMINISTRATION OF JUSTICE**

- ADJ 101-Introduction to Criminal Justice (and others): courses implemented an assessment method in which questions on exams were matched with outcomes. Students generally performed well (80% or more responding correctly on the three outcomes during fall and spring semesters). Since this was the instructor's first time teaching these courses at HCC and using these outcomes and instruments, the instructor recommended specific changes to the items and outcome statements based on the first year of experience.

#### **ANTHROPOLOGY**

- ANT 201-Cultural Anthropology: Students who completed the assessment performed very well on the essay exams scored using a rubric. However, a significant number of students did not complete the assessment. The scores on the three outcomes for students who completed the assessment were 80%, 84% and 94%.

#### **BUSINESS**

- BUS 104- Business Law--Multiple choice questions were matched with six outcomes for the course. For each outcome, questions were asked of students to test their comprehension and knowledge of the material. A comparison was also made of students in face to face versus online courses. A finding: "For this course, the overall results would indicate the performance is stronger for the web-based classes (79%) versus the face-to-face classes (75%) for the past academic year. The overall classes exceeded the 80% on two of the six outcomes, however face-to-face classes did exceed the standard of 80% on three outcomes (1, 4, and 5) while the web-based classes exceeded performance on two outcomes (1 and 3)."
- BUS 101- Introduction to Business—Six outcomes were selected. Students were assessed using quiz and exam questions that were selected to reflect some aspect of one of the outcomes. "The overall results would indicate the performance is stronger for the face-to-face classes (78%) versus the web- based classes (70%) for the past academic year. The overall classes did not exceed the

80% standard on any of the six outcomes, however the face-to-face classes did exceed the standard of 80% on three outcomes (1, 2, and 3), while the web-based classes did not exceed the 80% on any of the six outcomes.”

- BUS 113- Business Communication—Seven outcomes were tested on an exam that contained questions that were matched to each of the outcomes. “In the Fall Semester 2016, students performed better than students in Fall 2015 Semester in that they exceeded the standard of 80% on 13 out of 14 questions.” In the Spring 2017 Semester, students exceeded the 80% standard on 12 out of 14 questions, so there was a slight decline in performance from the Spring 2016 Semester. Students during the Spring 2017 semester did not achieve the standard with questions concerning primary and secondary research as well as differences between various types of flow charts.”

## ECONOMICS

- ECON 201 Macroeconomic Principles: There were five outcomes for Macroeconomic Principles. Questions were drawn from a test bank for the course with the items that were selected corresponding well with one of the five items. On average, 72% of items were answered correctly. A higher percentage of items were answered correctly in the face-to-face classes (74%) compared with the web-based sections (69%). Significant changes in the course were already planned in the course for the upcoming academic year.
- ECON 202 Microeconomic Principles: There were four course and two general education outcomes for Microeconomics. Questions that corresponded with the outcomes were selected from a test bank. Overall, an average score of 76% was attained. Online students, on average, scored 70%, compared with 81% on average for the face-to-face students. Significant changes in aspects of the course were already planned.

## EDUCATION

- EDU 101- Introduction to Education: There were three outcomes that were assessed through a portfolio and a lesson plan. 95% of students in the lecture section in Fall 2016 met the standards for the portfolio, 72% of those enrolled in the web section met the standards for a mean of 85%. In the spring 2017, 74% in the face- to- face section met the standard as did 69% of students in the web section, or 72% overall. In Fall 2016, 79% of the face- to- face students met the outcome for the lesson plan as did 86% of the students in the web class, yielding an average of 79%. In the Spring 2017, 83% of the face- to- face students met the outcome in Spring 2017 and 86 of the web students did. Therefore, an average of 79% of students in both sections successfully completed the assessment.
- EDU 103- Foundations of Early Childhood Education: Students completed a portfolio covering four outcomes. The goal was that 80% of students would receive a grade of 80% or better. The results were:

<b>Semester: FA/16</b>		
Number of students graded: 21 (lecture) 16 (web) = 37		
% of students meeting 80% or above		
<b>Lecture</b>	<b>Web</b>	<b>Total</b>
78%	61%	69%
<b>Semester: SP/17</b>		
Number of students graded: 7 (lecture) 10 (web) = 17		
% of students meeting 80% or above		
<b>Lecture</b>	<b>Web</b>	<b>Total</b>
71%	100%	88%

A required in-person meeting with the instructor prior to the portfolio deadline was instituted. This should provide additional guidance for each student.

- EDU 114- The Developing Child: Four outcomes drive the course material and key assignment. Students conduct research on an area of child growth and development that is a community concern. They prepare and present a Power Point presentation that relies on three outside resources and includes theoretical principles, a solution, and an action plan. With the goal of 80% of students receiving a score of 80% or more, overall results for fall 2016 fell short with success attained by 61%; in the Spring 66% were successful. Additional strategies will be used in an attempt to improve student performance.

## **ENTREPRENEURSHIP**

- ENT 101-Introduction to Entrepreneurship: Four outcomes were each matched with one or more assignments. A desired score of 80% or more was set. The group scored above 80% on all but one assignment. The class was being taught for the first time; thus, changes in the course are anticipated.

## **GEOGRAPHY**

- GEO 105-World Regional Geography: There were three course outcomes and two additional general education outcomes (diversity). Students complete a current events project that was scored using a rubric. A summary of the results by the instructor indicates results of the assessment: “Analysis found that 82% of students scored at or above 75% on the Current Events Assignment components that assessed mastery of the first student learning outcome (n=173). 84.2% of students scored at or above 75% on the Current Events Assignment components that assessed mastery of the second student learning outcome. 89.3% of students demonstrated mastery of Outcome 3 by satisfactorily addressing the related prompts in essay responses on their Final Exam. The proportion of students scoring at or above 75% on the Current Events Assignment components intended to assess mastery of both the first and second student learning outcomes dropped relative to the 2016 figures. However, the percentage of students demonstrating satisfactory mastery of Outcome 3 in the final essays increased slightly.”

## **HISTORY**

- History 101-World History I: A pre- and post-test was administered to students. “Specific questions in the assessment tool measure the application of methods used in the study of history and the application of historical knowledge learned in the course. Items included on the assessment were designed to pose significant challenges to even those students who became adept at interpreting historical documents.” Some revisions have been made to the test and scores have improved. “Assessment scores have improved over the course of each semester in almost every section for which data was reported. This year’s pre-test scores may have been stronger because of revisions made to the assessment tool, and this likely accounts for some of the improvement on the post-test scores as well. Nonetheless, improvement in the test scores between the pre-and post-tests is comparable to improvement measured over the course during preceding years. The earlier form of the assessment tool seemed overly rigorous, particularly for a pre-test, and the current revision appears to have addressed this problem, and we hope that the upcoming year’s data will support this conclusion.” The COG explored options for improved reading comprehension of students including pre-or co-requisite reading comprehension courses.

- HIS 201- United States History I: As with the World History class, a pre-and post-test was administered to assess student progress in their ability to comprehend and analyze primary and other reading materials in history. “Comprised of several primary source reading selections and ten multiple choice questions, the assessment requires students to evaluate and analyze the sources’ content and identify trends and themes common to several or all of the passages. Students are administered the assessment at the beginning and end of the semester to determine the degree to which they have achieved the desired outcomes. At least 70% of students should be able to achieve a minimum score of seven on the assessment after completing the course.” Fall 2016 pre-test scores showed 54.5% of students achieving a score of 7 or better and 84.8% receiving a score of 7 or more on the post-test. In spring 2017, 41.3% of students scored 7 or more and 62.1% scored 7 or more on the post-test.

## **HUMAN SERVICES**

- HST 103-Introduction to Human Services and Social Work: Five outcomes were assessed using assignments that matched the outcomes. 93% of students met outcomes I and II in Fall 2016 and Spring 2017. Seventy percent met outcome III. 90% met outcomes IV and V. The instructor has identified specific concepts that continue to be difficult for a minority of students.
- HST-207-Social Work with Individuals: Five outcomes were assessed using case studies and other methods. The percentage of students mastering the outcome varies: 65% (outcome I), 97% (outcome II), 90% (outcome III), 60% (outcome IV), and 100% (outcomes V). Only 40% were successful on Outcome 4 last year compared with 60% this year.

## **MANAGEMENT**

- MGT 103- Principles of Management: “In the Principles of Management (MGT 103) Course, there were seven Learning Outcomes against which student performance was measured. The data collected for this course was also based on the use of a new Open Source textbook beginning with the Fall Semester 2016. All questions from the Mid-Term and Final Examinations were used and mapped against each of the seven Learning Outcomes to determine student performance. The standard that we hoped to achieve was that 80% of the students would achieve the Learning Outcome. “The following results were achieved: For all students measured for Outcome #1, 81% of students exceeded the standard and therefore performance was strong for Outcome #1. For all students measured for Outcome #2, only 75% exceeded the standard. For Outcome #3, only 79% exceeded the standard. For Outcome #4, 77% exceeded the standard. For students measured for Outcome #5, 81% of the students exceeded the standard. For Outcome #6, 82% exceeded the standard and therefore performance was strong. For all students measured for Outcome #7, 73% exceeded the standard. Performance was better, overall by students in the face-to-face classes as compared with the web-based classes. Strategies for handling this will be pursued.”

## **PARALEGAL STUDIES**

- PLS 101-Introduction to Paralegal Studies: All courses in the PLS discipline adopted the same general learning goals. A new faculty member, teaching this course for the first time, suggested a different approach for the future. For this year, the new instructor used the five outcomes in place and applied class assignments to determine whether or not students have achieved the outcome.

Achievement of the goals ranged from 83-100%. Adjustments to SLOA methods for courses in this discipline are anticipated.

**POLITICAL SCIENCE**

- POL 101-American Government: A 100 point pre-and post-test was administered to students in the class. An average score of 55 points on the pre-test-and an average score of 88 on the post-test were reported.

**PSYCHOLOGY**

- PSY 106-Abnormal Psychology: The five outcomes were assessed using exams and quizzes, a case study, and a paper/presentation assignment. 73-100% of students were rated in the highest category of “A” in the past academic year.
- PSY 104- Developmental Psychology: Two outcomes are assessed using exams and quizzes as well as an assignment that is specifically tailored to the outcome.

**SOCIOLOGY**

- SOC 101-Introduction to Sociology: An assessment exam was administered to students near the end of the course. An average score of 84% was attained in Spring 2017. Theoretical concepts are difficult for students to grasp, **“The most common problem is an apparent lack of comprehension of the applied questions that require students to differentiate the major macro and micro theoretical perspectives in sociology: symbolic interactionism, conflict, and functionalism.”**
- SOC 103-Criminology: An exam that focused on the outcomes for the course was administered in Fall 2016. “The overall average score for the “Crime and Justice” quiz was 81.46% (B-).” In Spring 2017, the overall average score for the exam was 84.61% (B). The score was higher than 75%, the satisfactory score.

4. **Please describe the progress made on creating Program Outcome Guides. (What is the percentage of programs with POGs in your division? What programs need to have POGs developed? What are the obstacles to completing these POGs? What is your plan/timeline for completing this work?).**

<b>PROGRAMS</b>	<b>POGS 2015-16</b>	<b>POGS 2016-17</b>	<b>PLANNED ROTATION 2017-18</b>
ACC & BUS A.A.S	-	x	
ADJ .A.A	-		x
A.D.J. A.A.S.	-	x	
A.D.J. A.A.S. Police Academy	-		x
BUS Admin. A.S.	-	x	
Early Childhood & Primary Grades A.A.S.	x	x	
Early Childhood Ed/Early Childhood SP. A.A.T.	x	x	
EDU, A.S.	x	x	
El. EDU/EL. SP. EDU A.A.T.	x	x	
HIS A.A.	x	x	
HS.V .A.S.	x	x	

HST A.A.S.	X	X	
MGT A.A.S.	X	X	
MGT. MKT. A.A.S.	X	X	
PLS A.A.	X		X
POL A.A.	X	X	
PSY A.A.	X	-	X
SOC.A.A.	X	-	X

77% of associate programs completed a POG this year. The division will be going to an every other year rotation of completing POGS (POGS will generally be completed every other year.) Programs that have consistently completed a POG will be eligible to complete the analysis every other year. Programs that have had difficulty completing POGs due to turnover of personnel or problems with data-gathering, assessment instrument problems, or non-completion will not begin the rotation until a firm foundation of POG completion is established.

**5. Please describe how program outcomes are being assessed. (Have course matrices been developed for all programs? What assessment instruments are being used? What's the data showing? How is data being used to improve teaching and learning? Where/how is the data stored?)**

Each program established its outcomes and method of assessment established. For example, outcomes are assigned to applicable courses for the Accounting & Business program. Each of the six outcomes for the program is assessed in one or more courses. For example, outcomes 1, 2, 5, and 6 are applied to Accounting 1 and II. Overall, students completed 73% of the outcomes with an acceptable score.

Education programs have a similar method of program assessment. Outcomes were established. In order to demonstrate mastery of the outcomes, students complete electronic portfolios that include entries from the courses that they complete. Education faculty and a retired teacher evaluated the portfolios. PRAXIS results provide data on math, reading, and writing skills.

History uses a course required for the major, HIS 202, as a vehicle to gather information on outcomes. A research assignment is utilized that requires that the student synthesize evidence from primary and secondary sources. A rubric is used to assign scores on three outcomes.

Human Services (transfer) includes a focus on students applying and transferring to a four-year BSW program. Fifteen of 15 graduates were admitted to four-year transfer program. Students were also asked to demonstrate understanding of various concepts in the field in their class work. Responses ranged from 90% correct to 64% correct.

In the career-focused program, the Human Services Technician program, outcomes must be reached using performance in an internship.

The Management program assesses its outcomes through the use of project papers (group and individual), simulations, and quizzes. Additional foci on writing, proofreading, hands on learning, and professionalism is planned.

The PLS certificate and associate program are undergoing some changes as the result of new instructors in many of the courses. Andrew Kramer is the full-time faculty member who assumed responsibility for the program in 2016-17. His method of assessment in the first year relied on embedded assessment in which students are quizzed about key concepts through instruments used in classes. Updating of this program evaluation is anticipated.

Political Science students complete a news journal in which one topic is followed throughout the course. 83% of the students received a score of 4 out of 5 on the assessment.

- 6. Please describe the progress made on General Education Outcomes Assessment. (Do all the general education courses in your division have common outcomes listed by discipline area on the syllabus? What courses need to have common outcomes developed? What are the obstacles to completing these common outcomes? What is your plan/timeline for completing this work? Do all the general education courses in your division have a common assessment procedure? What courses need to have a common assessment procedures developed? What are the obstacles to completing these common assessment procedures? What is your plan/timeline for completing this work?)**

Following the procedures established by the College, the outcomes and assessment methods for general education courses correspond with the category of the general education requirement. The two outcomes for the Behavioral/Social Science category were established by faculty teaching the courses in that category. The faculty who teach courses that fulfill the Diversity requirement established two outcomes specific to those courses. Most faculty teaching courses in one of the two categories used the outcomes established for the general education courses. A few analyzed individual course outcomes only.

- 7. Please describe how general education course outcomes are being assessed. (What assessment instruments are being used? What's the data showing? How is data being used to improve teaching and learning? Where/how is the data stored?)**

#### **Courses fulfilling the Diversity General Education requirement**

The overall outcomes are contained in the first two statements:

*“The General Education Outcomes for the Diversity Category state that students will be able to*  
**Outcome #1.** *Analyze how varying conditions of the physical and/or cultural environment contribute to human diversity.*

**Outcome #2.** *Reflect on their developing self-awareness of diverse populations and viewpoints as well as how it impacts the way they interact with a changing world.”*

*“Cultural Anthropology* students are assessed on these outcomes using written essay responses based upon a research project. Various activities lead up to this assessment including reading and discussion of professional essays and ethnographic work as well as outstanding examples of former student essays. Students also submit and receive feedback on a Topic Proposal, Annotated Bibliography and Class Presentation in preparation for their Final Essay.” 90.7% mastered Outcome 1 and 85% mastered outcome 2.



World Regional Geography: The same outcomes apply to this diversity course. 81% of students in lecture sections and 78% of the students in online sections scored above 80% (Outcome #1). 81% of students in lecture sections and 78% of students in online sections were able to master Outcome #2.

### **Courses fulfilled the Social and Behavioral Science General Education Requirement**

The overall outcomes for all courses are contained in these statements:

***Outcome #1:*** *The student will be able to critically analyze and evaluate issues derived from the social sciences utilizing appropriate methodologies.*

***Outcome #2:*** *The student will be able to demonstrate how culture, society, and diversity shape the role of the individual within society and human relations across cultures*

### History 101, 102, 201, 202

Analysis: “The current assessment tool, in its fourth full year of implementation, has proven effective in yielding comparable data for multiple sections of face-to-face, hybrid, and online courses. For two consecutive years, faculty have added course activities that emphasize skills in the interpretation of historical evidence, and most sections in both years reflected stronger scores for outcome 1 as compared to last year (critically analyze and evaluate issues derived from the social sciences utilizing appropriate methodologies). For outcome 2 (demonstrate how culture, society, and diversity shape the role of the individual within society and human relations across cultures), as expected, the diverse material covered in World History courses was reflected in higher scores for outcome 2.”

### PSY 101

Analysis: “Questions 1-3 deal with the first outcome, which is, in short, about the methods of the social sciences. During Fall 2016, students were struggling with question #3. This question (see below for the actual questions) involves understanding both the hypotheses of the article and the results of the study. In Spring 2017, vast improvement was seen in this question. Questions 4 and 5 deal with the second outcome, relating to culture and society. Students performed well on these questions.

In fact, in the Spring, all of the questions met the 70% correct criteria we set for the assessment.”

### PSY 204

Analysis: “As with last year, the only question not meeting the 70% correct criteria is question #4 relating to the hypothesis of the article.”

“Plan of Action: (closing the loop)

In PSY 101 a similar pattern was seen of students struggling with the hypothesis of the article. However, in Spring of 2017, PSY 101 showed improvement on this question, now reaching well beyond the 70% criteria mark. Therefore, we will discuss with faculty what changes were made in PSY 101 and hope to implement those same changes in PSY 204. For example, more time will be spent in lecture discussing the different methods used in psychology (for example, surveys), and we will consider creating a worksheet and activities for the topic of methods and the concept of a hypothesis.”

### POL 101

Used a news article journal in which students analyzed one topic across the course.

## SOC 101

“In the Spring 2017 semester, sections of Introduction to Sociology (SOC-101) were administered a general education assessment examination. The two General Education outcomes did not change from the previous year. The sociology team (Daniel Ryan and DJ Madron) utilized an objective measurement (i.e. examination) in order to directly tie course For the first General Education Outcome (*Analyzes and evaluates issues utilizing appropriate methodologies*), students were required to answer two questions pertaining to research and current sociological issues. One question required the student to identify and select appropriate research methodologies, while the second question involved identifying variables in a proposed research design. **75% of the students completing the assessment answered question #1 correctly. 77% of the students completing the assessment answered question #2 correctly.** The data from question #1 (75% of students answered question #1 correctly) indicates that many students have difficulty identifying and understanding the appropriate methodologies based on a descriptive narrative of a particular research design. The data also indicates that there is some room for improvement when students are required to identify variables in a particular research design (77% of the students answered question #2 correctly).

“For the second General Education Outcome (*Demonstrates how culture, society and diversity shape the role of the individual within society and human relations across cultures*), students were required to answer three sociological questions pertaining to culture, diversity, ethnocentrism, cultural relativism, agents of socialization, and institutions. **77% of the students completing the assessment answered question #3 correctly. 76% of the students completing the assessment answered question #4 correctly. 85% of the students completing the assessment answered question #5 correctly.** “The data from question #3 (77% of students answered question #3 correctly) indicates that some students struggle to identify and understand *socialization* as it relates to individuals and institutions in society. The data from questions 4-5 (76% of students answered question #4 correctly and 85% of students answered question #5 correctly) indicate that the students have a satisfactory grasp/understanding of the importance of cultural diversity in society and how ideas and manifestations of *ethnocentrism* and *cultural relativism* are directly connected to social structure and the individual in society.”

Data is stored on the Division Y Drive.

Division Director Signature:     Mary Hendrickson