

**Monitoring Report to the  
Middle States Commission on Higher Education  
From  
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September 1, 2013

In Response to Commission Action on:  
Periodic Review Report Submitted June 1, 2012

Date of Evaluation Team's Visit:  
September 23-25, 2013

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## Introduction

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Harrisburg Area Community College (HACC) is Pennsylvania's first community college, commencing its 50<sup>th</sup> year in serving the diverse population of ten counties of south central Pennsylvania. The College, established in 1964, began with a single site in the city of Harrisburg and has since expanded to five physical campuses with locations in Gettysburg, Harrisburg, Lancaster, Lebanon, and York. HACC also serves students through its Virtual Learning community, allowing the College to reach individuals on a global scale. The College currently offers 160 associate career and transfer degrees, certificates, and diploma programs that provide credentials for career placement and transfer options to nearly 22,000 credit students. Of those 160 degree programs, nine of them are available completely online. While the College began primarily to serve as the first two years of a transfer education, now more than half of HACC's students are enrolled in career programs and one-third are enrolled in health career programs. HACC is the second largest provider of nursing education within the state. HACC is second only to Pennsylvania State University in serving the largest number of veterans enrolled in higher education in the Commonwealth. Finally, HACC is one of central Pennsylvania's largest workforce development providers, with approximately 37,000 students enrolled in courses and programs in areas such as job training, public safety, healthcare, technology and trades, and computer training.

In July 2011, John J. "Ski" Sygielski, Ed.D., became the College's seventh president during a time of enrollment declines and shrinking funding from state and local school district sponsors. His leadership shifted the College's focus to that of implementing strategic enrollment management plans, creating efficiencies in our organizational structure, better leveraging financial resources, and incorporating institutional effectiveness into the strategic plan. When Dr. Ski first arrived, he spent the first six months holding campus forums and listening sessions with various internal and external constituency groups. During those sessions, he gathered suggestions for improvements in the College's operations. Perhaps the most significant outcome was the establishment of the Efficiency Task Force, comprised of members of each constituency group, co-led by the College president and the Faculty Senate president. Its charge was to recommend an organizational structure that would help a multi-campus institution function consistently across all areas of the College and throughout the ten-county service region. Recommendations from that task force resulted in an organizational change from a campus-based to a centralized structure and a new task force to improve the College's shared governance processes. Other changes grew out of the new working relationship between the president and various working groups (constituency bodies, the new cabinet members, and the Board of Trustees) and task forces, as listed below.

Under his leadership the College has:

- Revised the mission and vision statements;

- Developed a new strategic plan and a new process for strategic planning;
- Created the College's new Shared Governance process; and
- Implemented institutional effectiveness practices that address achieving strategic and student learning goals and operational efficiencies.

A top priority of the College community, as it implements the initiatives outlined above, is to address the requirements stated by Middle States in their warning issued November 2012, resulting from the Periodic Review Report (PRR) that was submitted June 2012. The Middle States Commission on Higher Education warned the institution that:

*...its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard 7 (Institutional Assessment), Standard 12 (General Education) and Standard 14 (Assessment of Student Learning). To note that the institution remains accredited while on warning. To request a monitoring report, due September 1, 2013, documenting that the institution has achieved and can sustain compliance with Standards 7, 12 and 14, including but not limited to evidence of (1) the development and implementation of an organized and sustainable assessment process, including direct measures, to improve institutional effectiveness with evidence that assessment information is used in budgeting, planning and resource allocation and to gain efficiencies in programs, services, and processes (Standard 7); and (2) an organized and sustainable process to assess the achievement of expected student learning outcomes in all programs, including General Education, with evidence that assessment information is used to improve teaching and learning (Standards 12 and 14). In addition, to request that the monitoring report provide evidence of the periodic assessment of the effectiveness of institutional leadership and governance (Standard 4).*

Key steps the College has taken to address the Commission's warning and establish compliance are:

- Completed a gap analysis to determine discrepancies between current status, systems, processes, and evidence needed for compliance;
- Engaged two consultants to help facilitate the College's efforts to fully comply with MSCHE standards and to establish practices that sustain continuous improvement;
- Restructured the Office of Institutional Effectiveness to ensure responsibility for oversight of assessment;
- Formed a task force to assess administrative procedures and recommend revisions where necessary; and
- Acquired, configured, and began implementation of a software-based assessment management system (Tk20™).

As a result of the initiatives that were implemented to address the warning, the College has achieved the following:

- Instituted, documented, and organized a sustainable assessment process for individual courses and programs for the purpose of improving student learning, particularly with regard to general education outcomes (Standard 12, 14);
- Assigned responsibility and established timelines for addressing gaps with regard to the assessment of institutional effectiveness and student learning (Standards 7,14);
- Used assessment results to improve student learning and advance the institution (Standard 7, 12, and 14); and
- Continued to strengthen College-wide engagement in the assessment process, one that promotes institutional effectiveness, informs decision-making, and impacts resource allocation throughout the institution (Standard 7).

This report enumerates the most important changes made at HACC in the last year. These changes are the result of the College's renewed commitment to identifying what and where it can improve, to making those improvements, and then to assessing the results.

## Progress Since November 2012

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While the College had engaged in assessment over the past fifteen (15) years, there were gaps in areas of assessment, and results were not always communicated or used to improve services or teaching and learning activities. As a result, the College has renewed its focus on implementing a documented, organized, and sustained process for assessment throughout the institution. Mechanisms are now in place to assess the implementation of its strategic goals and its learning goals in the areas of general education, programs, and courses. Below are eight key areas the College has focused on to bring it into compliance with Standard 7.

### 1. Board of Trustees Assessment Results ([Appendix 1](#))

Board members participated in an assessment for the first time in Spring 2013. Results revealed that members place high value on the work they do with the College, specifically in the areas of finance, personnel, planning, policies, procedures and approvals, the physical campus, the role of the president, and the trustee voice in governance. They have also determined an action plan for the 2013-2014 academic year with these goals:

- Strengthen policies, procedures, and practices surrounding recruitment, selection, and onboarding of new trustees;
- Update Board Policies 021 and 031 and the College's procedure for ethics to reference the PA Commonwealth Conflict of Interest Disclosure form;
- Require individual trustees to complete a self-assessment annually, with collective responses shared with the full board;
- Select and conduct a board development activity; and

- Assess the effectiveness of the Board of Trustees once every three years to coincide with the reappointment decision of the College President.

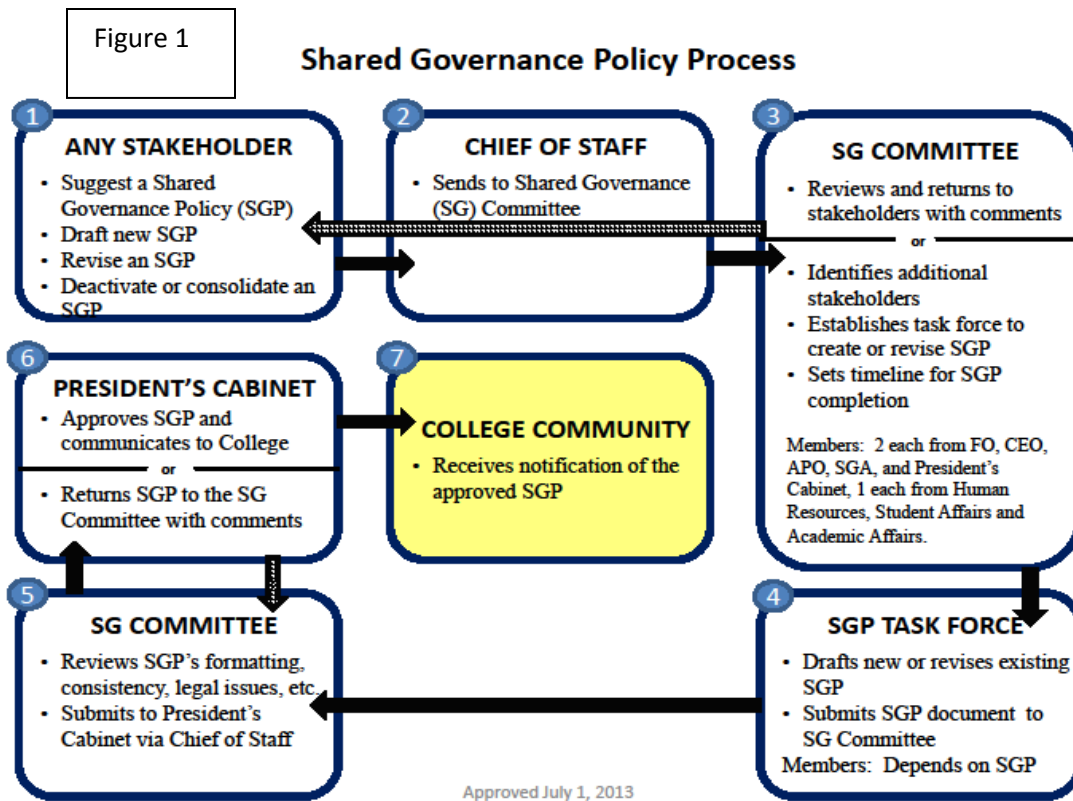
## **2. Improvements in the Shared Governance Process**

The College president co-chaired a Shared Governance Task Force with the Faculty Senate president and engaged members of the College's five constituency groups (administrators, board of trustees, classified staff, faculty, and students) to address the recommendation from the Commission. This Shared Governance Task Force worked from September 2012 to August 2013. The task force based its work upon best practices at peer institutions, Middle States Standards of Excellence, and the American Association of University Professors (AAUP) Shared Governance guidelines. It resulted in clearly articulated goals agreed upon by the representatives of the constituency groups. These standards guided the creation of the Shared Governance Vision Statement ([Appendix 2](#)).

The task force developed the following outcome goals (upon consultation with members of their respective constituency groups) for shared governance as follows:

- Define a new shared governance process that identifies and gives voice to stakeholders and ensures collaboration in process of developing College policy proposals and administrative procedures (completed July 2013).
- Establish a Shared Governance Committee, chaired by the chief of staff, which implements the recommendations made by the Task Force and is responsible for facilitating Shared Governance, and managing and assessing the Shared Governance process (completed August 2013).
- Replace the current Administrative Procedure (AP) system with a system that uses Shared Governance Policies (SGP) and an easily accessed and searchable College handbook, (Implementation by end of Fall 2014).
- Establish a task force to identify and recommend the content of the new College handbook and oversee its initial publication (Implementation by end of Fall 2014).
- Establish an assessment plan for the Shared Governance Policy (SGP) and handbook system (Implementation by end of Fall 2014); and
- Update and revise Board of Trustees' College policies (Revise by end of Spring term, 2015).

The Task Force created the Shared Governance Process ([Figure 1](#)) which depicts the approval process for creating, revising, or deactivating an SGP.



This process was introduced to the newly formed Shared Governance Committee during their joint meeting with the Shared Governance Task Force on August 12, 2013, to orient and transition into a single cross-College constituency group. Moving forward, this committee will meet biweekly to oversee and organize the conversion of APs to SGPs by establishing the working groups and timelines. The committee successfully approved the first conversion of APs 116 and 765 to the SGP on Assessment of Institutional Effectiveness ([Appendix 4](#)). The new decision-making process now requires committee representatives to communicate with and seek input from the constituencies they represent, provides an opportunity for collaboration between all the College constituency groups to produce consensus on the final product, and renders decisions in a timely fashion. The Shared Governance Task Force is confident that through their recommendations and the recent actions of the newly formed committee, the College is meeting Standard 4.

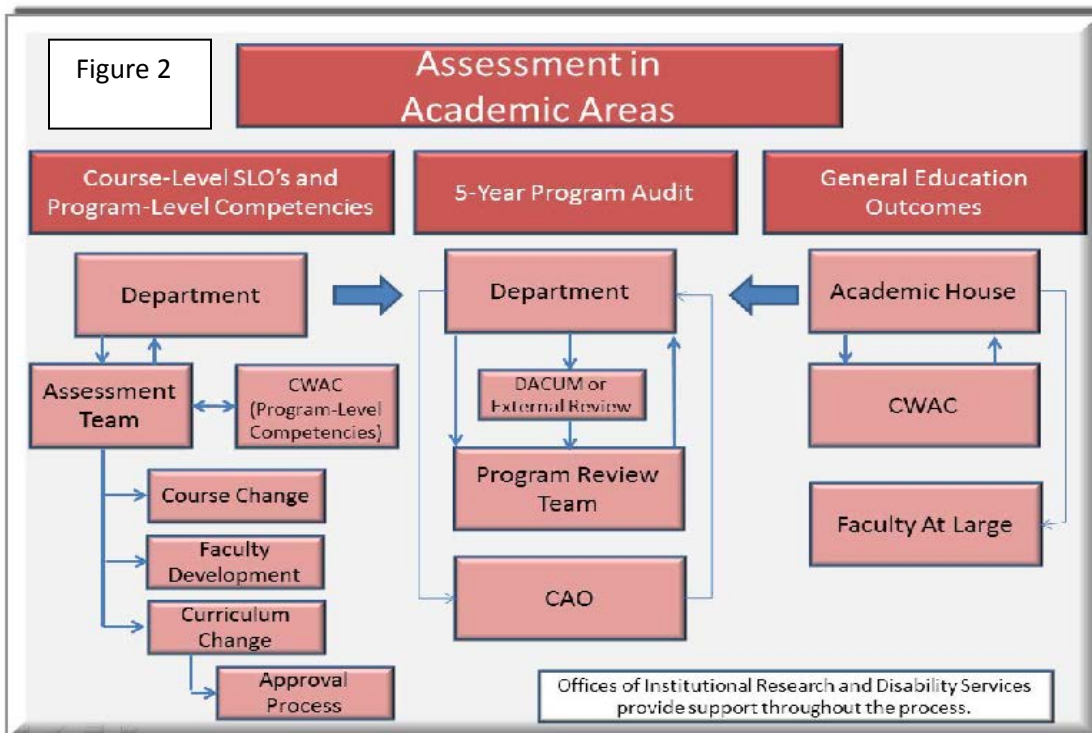
### 3. Institutional Effectiveness Plan

In March of 2013, the president convened an Institutional Effectiveness Task Force, comprised of members from all constituency groups of the College (administrators, board of trustees, faculty, classified staff, and students), charged with the task of examining the College's current assessment practices and designing the College's first Institutional Effectiveness Plan (IEP), which was approved on March 31, 2013 ([Appendix 3](#)). The IEP defines systems and processes that result in timely assessments that inform the College's decision making process and demonstrates its effectiveness in meeting assessment goals.

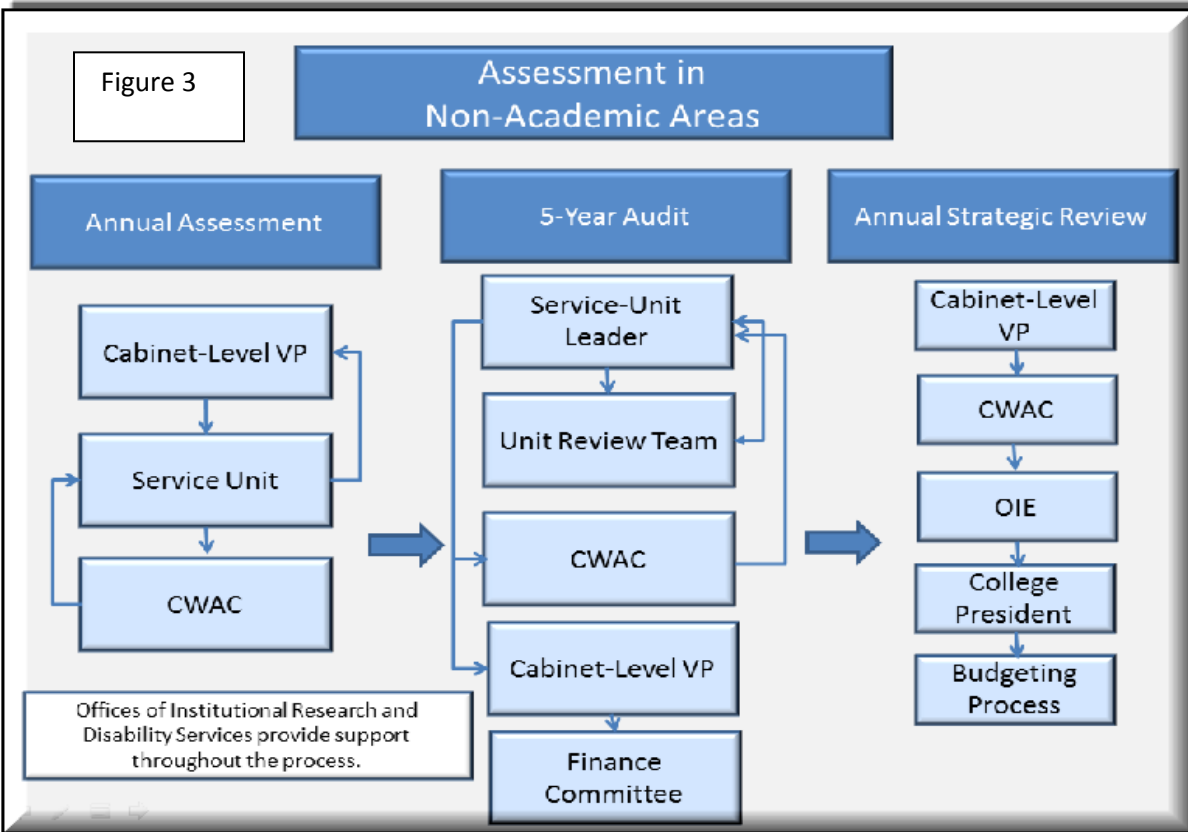
Protocols for planning, assessing and analyzing assessment findings are required so that baselines, benchmarks, and internal and external data sources can be used to enhance College operations and decision-making. The IEP includes a commitment to future revision, updating, and showcasing of College-wide best practices. Following the cycle of assessment and including consideration of resources, the IEP requires alignment with strategic and unit planning over a multi-year time frame (initially from March 2013 - July 2014).

As stated previously, the first shared governance policy, the assessment of institutional effectiveness, was approved by the Shared Governance Committee. This SGP policy, which resulted from combining two longstanding APs, encompasses the assessment practices for both the academic (student learning) and non-academic (student support) areas, with the Office of Institutional Effectiveness acting as the administrative monitoring entity of the College to ensure integration and sustainability. The policy establishes both short- and long-term cycles of assessment (Appendix 4). The SGP also establishes connections to strategic planning, Cabinet-level area planning, and strategic planning-aligned unit plans.

**Figures 2 and 3** outline the process flows for assessment in both academic (student learning) and non-academic (student support) areas:







#### 4. Strategic Plan Revision

In March 2011, as the 2008-2011 strategic plan was beginning to sunset, College leadership began development of a new plan. Appreciative inquiry sessions among a broad range of employees occurred on each of our five campuses and resulted in a list of College priorities. With the help of the Strategic Planning Committee, the plan was organized and streamlined under three broad goals: (1) Teaching and Learning Excellence, (2) Organizational Excellence, and (3) Operational Excellence. The 19 objectives under these goals have outcomes that are being measured and assessed. Members of the president's cabinet became goal executives and worked with various groups in their areas within the College to establish objective priorities, using the feedback from the sessions. During the 2011-2012 academic year, the College experienced a number of changes in the president's cabinet, including the indictment of one member of the cabinet for embezzlement, a \$9 million deficit, and enrollment declines that necessitated reconstituting the leadership team and realigning the College's organizational structure to address these and many other issues that were uncovered by the president's 90+ town hall meetings during his first six-month tenure. In 2012-2013, the new cabinet members worked closely with the strategic planning committee to revise the mission and vision statements and to streamline the strategic planning projects in the context of institutional effectiveness. The new mission, vision, and strategic plans were

presented and approved by the Board of Trustees on April 2, 2013, though work on priorities had already begun in each area below:

- **Mission:** Creating opportunities and transforming lives to shape the future – TOGETHER!
- **Vision:** HACC will be the first choice for a quality and accessible higher education opportunity.
- **Core Values:** Integrity, Collegiality, Excellence, and Trust ([Appendix 6](#)).
- **Strategic Plan:** ([Appendix 5](#)).

Chairing the strategic planning committee is the new chief of staff, who joined the College in June, 2013. This position is charged with facilitating the work of the committee and engaging the president whenever needed. Each of the cabinet-level areas has begun implementing objective priorities identified in the plan and the Board of Trustees will be provided with quarterly updates on progress towards accomplishing the goals beginning with the Board's October 1, 2013 meeting.

Each cabinet area has developed unit plans that directly link to the College's strategic plan. These plans have benchmarks and the priorities that will be assessed in the time frame outlined in the Strategic Objective Assessment Plan ([Appendix 7](#)).

## 5. Strategic Planning Allocation Tied to the Budget Cycle

The College currently has three methods in which strategic initiatives are funded: (1) operating budgets, which are planned each September for the next academic year and incorporate recommendations for strategic initiatives appropriate for the operating budget, (2) capital budgets, which are planned each January to incorporate equipment, software and technology that match the College's strategic priorities ([Appendix 9](#)), and (3) strategic planning funds for new initiatives, for which a \$250,000 budget is set aside annually to fund projects directly tied to the College's strategic plan. While the operating and capital budget development cycle is set each year, requests for strategic planning initiatives can occur throughout the fiscal year. This allows flexibility for funding strategic planning initiatives throughout the entire year. If an initiative requires funding beyond the initial start-up phase, based upon assessment results, ongoing funding may become operationalized through the College's annual budget cycle.

When a College strategic planning initiative has been identified within an area, the initiative detail information is shared with the cabinet-level individual, who receives a completed "Strategic Planning Resource and Request to Fill" form ([Appendix 8](#)). This form requires an explanation of the project to be funded, the goals and objectives to be accomplished, and the anticipated timelines for completion. Once the cabinet leader approves the request, it is then brought before the Strategic Planning Resource & Request to Fill subcommittee of the cabinet.

The subcommittee reviews and recommends initiatives to be approved by the entire president's cabinet, supporting a collaborative effort between central areas of the College and the campuses in both funding and implementing strategic priorities. If approved, the request is forwarded to the budget office for implementation.

## **6. College-wide Assessment Committee (CWAC)**

The College's PRR of 2012 indicated that a committee had been established to assist the College with academic assessment initiatives through professional development activities. The CWAC was formally established in spring of 2011 to assist the College with academic assessment initiatives. CWAC's primary goal was to ensure a hands-on assessment role through mentoring, training, and mediation of the assessment process. Because the initial focus of CWAC was on the assessment of student learning outcomes, the committee included only members from academic (student learning) areas. Recent review of the committee structure indicated the need to add representatives from the non-academic (student support) areas during the 2013-2014 academic year.

CWAC began with a committee of 18 faculty members in which each department was represented by two individuals. This representative composition gave the committee enough manpower to complete the work that was needed but also provided each department with an assessment expert to assist them in their efforts and facilitate the committee's intended role of a hands-on mentoring group. Much of the work the committee did during the 2011-2012 academic year encompassed assessment training through faculty in-service programs and one-on-one mentoring exercises. As the members became educated in areas of effective assessment practices, they then educated the additional faculty. By the end of the Spring 2012 semester, the practice of assessment amongst the faculty was becoming more ingrained as evidenced by increased faculty involvement.

At the start of the Fall 2012 semester, CWAC assumed more of a leadership role and established a systematic process for assessing all general education outcomes outlined in the section on Standard 12. The committee also initiated a working relationship with the faculty's academic constituency committee (the Academics House of the Faculty Senate) to establish a schedule for assessing general education outcomes and has developed a communication plan (assessment showcase) to inform the faculty of the results. CWAC works closely with the co-directors in the Office of Institutional Effectiveness on reviewing and modifying assessment of student learning assessment cycles, maintaining accreditation updates, and drafting reports.

Now that assessment work is ongoing with student learning outcomes, attention is being given to CWAC's institutional effectiveness structure for non-student learning areas using the same representative model currently in operation. In September 2013 a co-chair will be identified, committee representatives for non-academic (student support) areas will be identified, and scope of the work will be outlined with timeframes established.

## 7. College Resources Dedicated to Institutional Effectiveness

- **A revised institutional effectiveness structure was implemented and current positions restructured** to support the College with its assessment processes. An Office of Institutional Effectiveness was established with co-directors. The director of institutional research and the director of curriculum compliance positions were both modified to include assessment as an integral role of their jobs. In addition, a research analyst within the Office of Institutional Research and Assessment was hired specifically to help faculty with their assessment practices. The duties of the CWAC were expanded to not only oversee academic assessments but to include College-wide institutional effectiveness.
- **Two consultants were hired in February 2013 to assist the College** with institutional effectiveness planning and to work with academic and non-academic areas of the College and the CWAC. (1) Deborah Kell, formerly the dean of institutional effectiveness at Mercer County Community College (NJ), assisted Cabinet with establishing strategic goals and unit plans of their respective areas. She continues to help structure assessment documentation as the College implements Tk20™, an assessment management software system. (2) Jose Ricardo-Osorio, Ph.D., associate professor of Spanish and foreign language at Shippensburg University (PA), worked with CWAC to educate all the disciplines and departments on assessment of student learning, general education outcomes, and using results effectively.
- **An assessment management software system (Tk20™)** was purchased and configured to document the alignment between course, program, and general education goals for the academic (student learning) areas and map the alignment between unit goals and the strategic plan in non-academic (student support) areas. Tk20™ also tracks strategic and unit plans, program competencies, and learning outcomes, and can generate reports on assessment results so they can be used to make improvements. To ensure sustainability of the College's assessment efforts, the assistant director of institutional research and assessment is the administrator for Tk20™. Alignment mapping is being configured for institutional outcomes and student learning outcomes (including general education, academic program competencies, and course outcomes). The Tk20™ system also allows the institution to track contributions by operational service areas in support of student learning.

## 8. Communication about Student Learning Assessments and Institutional Effectiveness

The College held an assessment showcase at the York Campus in June 2013, in which faculty, staff, and a College board member discussed and demonstrated the assessments that had taken place during the past year and how those results were being used to inform and enhance our

course, program, and College-wide operations. This was so successful that there are plans to repeat this each year in the spring. After the event, a website was created to showcase assessment results and to share with members of the College community who were unable to attend in person ([Appendix 10](#)).

## **Institutional Effectiveness Results - Standard 7**

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***The MSCHE Team report listed the following requirement and recommendations related to Standard 7 (PRR Reviewer's Report, 8 August 2012):***

*The readers require that the College commit to bringing the 2007 Self-Study recommendation to fruition by developing a documented, organized, and sustained assessment process for individual courses to evaluate and improve student learning particularly with regard to General Education outcomes. The College should assign responsibility and establish timelines for addressing their shortcomings with regard to assessment of institutional effectiveness and student learning. The readers require that the College use assessment results to improve student learning and advance the institution. The readers require that the College continue to build a stronger culture of assessment that promotes institutional effectiveness, informs decision-making, and impacts resource allocation.*

*The readers recommend the College establish stringent timeline with specific benchmarks and deliverables for assessing College governance.*

*The readers require the College develop a formal connection that clearly delineates the connection between strategic planning and budgeting.*

Each Cabinet area of the College has developed and aligned its unit plan with the College's Strategic Plan ([Appendix 7](#)). Goals were set, strategies developed, and assessments began in each area during the past year. Many of these are documented in our web-based assessment showcase ([Appendix 10](#)). Assessment cycles for program five-year audits, annual assessment of program competencies, and annual assessment of course learning outcomes are outlined in ([Appendices 11](#), [12](#) and [13](#))

Since 1998, the College has implemented assessment of institutional effectiveness in academic (student learning) and non-academic (student support) areas. In academic programs, assessments were done on a five-year basis using a DACUM (**Develop A Curriculum**) model. While these program assessments and internal/external reviews were intended to provide feedback on how well each area was doing, the proposed recommendations for improvements were not communicated or implemented. In the last few years, the College has worked to make assessments more timely and useful and to share the results more widely. Tk20™ generates

reports which should further facilitate the process. The sections below illustrate examples of how the College has used assessment results to make improvements in many of its areas.

## 1. Institutional Effectiveness Plan

Although the Institutional Effectiveness Plan ([Appendix 3](#)) has just been implemented this past year, here are results to date:

- Outcomes for all courses are now published in Tk20™;
- Goals for all cabinet-level areas are published in matrix documents, linked to the strategic plan;
- Goals for areas that already had unit plans are entered and mapped in Tk20™ for Student Affairs, Academic Affairs, and Virtual Learning;
- College procedures are being worked on with the Shared Governance Committee, and the first procedure on institutional effectiveness is already in place; and
- Assessment showcase on the website, referenced above, communicated results to the College community.

## 2. Student Affairs and the Strategic Enrollment Management (SEM) Plan

The Strategic Enrollment Management (SEM) process at HACC uses assessment to:

- Determine areas needing enhancement to maximize enrollment, retention, and student success;
- Assess the specific reasons why the area needs to be enhanced;
- Implement the recommendations; and
- Evaluate the effectiveness of the tasks implemented to enhance an area.

Tied directly to Goal 1, Objective 1 of the Strategic Plan, the SEM plan was created by representatives from each of the College's constituency groups. The plan clearly identifies goals, objectives, tasks, timelines, responsible parties, and measurable outcomes. Key foci include marketing, recruitment, enrollment, completion of students' academic goals, and the use of information technology to assist in the process. Each of the foci has an assessment process in place to evaluate the effectiveness of strategies.

- **Enrollment services process mapping** revealed several areas that required improvement: application processes, financial aid education and processing, and the website, to name a few. Improvements have been made and assessments are being conducted at least twice a year with oversight by the College's enrollment services and Strategic Enrollment Management Committee members.
- **The Community College Survey of Student Engagement (CCSSE), College Student Satisfaction Survey results, and subsequent student focus groups** revealed concerns

with student engagement, course availability, and access to advisors. As a result, Foundational Studies faculty offered workshops on student engagement and the student affairs and academic affairs deans met regularly over the spring and summer 2013 with College-wide constituents, on each of the five campuses, to improve course availability. During the 2013-2014 academic year, improvements in advising are to be the focus for the counseling/advising team. Satisfaction in the area of course availability is to be assessed through the administration and analysis of the College's annual Student Satisfaction Survey and CCSSE results. In addition, improving course availability for students is one of the 2013 unit plan goals for Office of Academic Affairs.

- **Course availability:** The annual student satisfaction survey revealed that students' highest level of dissatisfaction was in the availability of classes. Focus groups helped College leaders to understand the issues surrounding course availability. As a result, a combined group of academic affairs and student affairs leaders created a task list to improve course availability ([Appendix 14](#)) across the College. These tasks are to be assessed for effectiveness and an outcome measure of improving student satisfaction with the availability of classes, with the use of future student satisfaction surveys, has been set and is to be distributed during the Spring 2014 semester.

Other areas of assessment in the SEM Plan:

- Evaluate staffing levels, using state and national data, along with local activity data, was piloted in Student Affairs and is now being developed for use College-wide;
- Develop a recruitment plan to increase prospect pool, increase conversion of prospects to students, and improve communication with students has been developed and assessment of strategies, based on targets, is planned for next year;
- Assess the initial FS100 pilot will determine if students, who complete the FS 100 course, are more successful in their coursework than those who did not;
- Assess the changes done to the student orientation to determine if the results have yielded in higher fall to spring retention and greater student satisfaction;
- Assess recent changes in financial disbursements to determine their effectiveness; and
- Assess results of changes to manage telephone communications with students to reduce wait times and dropped calls and to increase student satisfaction.

### **3. Academic Affairs Reorganization**

The Academic Affairs reorganization went into effect July 1, 2013 with assessment at its foundation. The new academic structure is designed with the curriculum as the driver rather than a traditional hierarchical structure. The College streamlined the department structure down from twenty-two (22) small departments to eight larger departments (plus counseling, library,

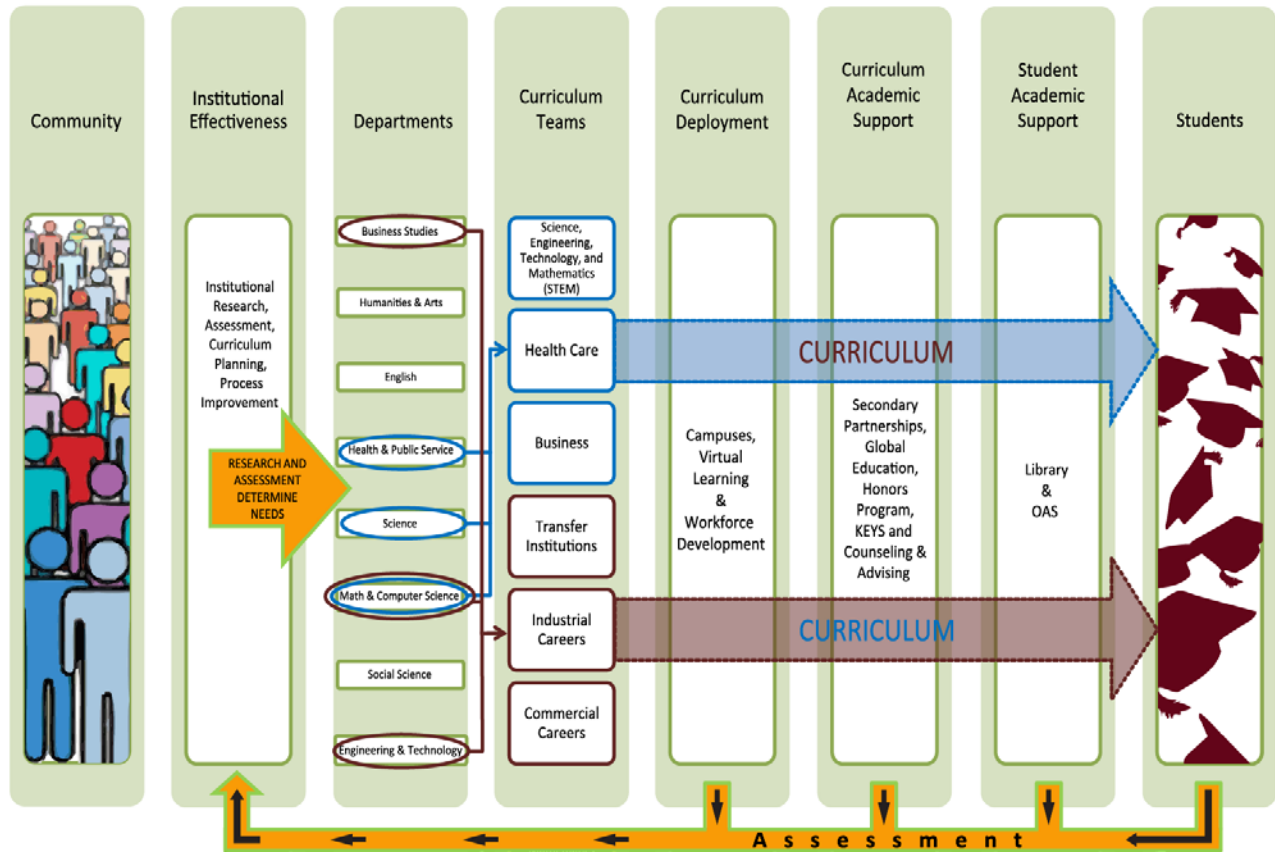
and workforce development). While departments are larger and include more disciplines, the chairs have more authority, release time, and flexibility to select department faculty to assist with key projects, as needed. Each department was given a budget of nine credits per semester of release time for Paid Professional Assignments to secure other faculty to assist with assessment, adjunct observations, and mentoring, etc. In addition, assessment in departments is now supported with the hiring of a research analyst, dedicated to assisting faculty assessment efforts, mentioned earlier in the report. Another benefit of the new streamlined structure for both deans and department chairs is an academic council that now includes all academic leaders. The new structure and new leadership has facilitated a much more collaborative approach to solving problems across disciplines and campuses. Perhaps the most significant benefit of the new structure is the development of curriculum teams which will work across disciplines and functional areas to better adapt to student and community needs. The new structure is to be assessed at the end of the year to determine the improvements needed (Appendix 15 and 16).

The functional concept diagramed in Figure 4 below is intended to show how institutional effectiveness is at the core of academic course and program development and revision. As outlined from left to right, institutional effectiveness data conveying community needs is provided to the department chairs. Curricular teams are then formed, as needed, to ascertain the best curricular format needed to address the institutional effectiveness data. Once the curriculum has been developed or revised, it is then deployed through the various venues (campuses, virtual learning, and workforce development). Students are assisted through the different services available to help them to achieve success and completion of their educational goals. Assessment of programs, general education outcomes, and course student learning outcomes creates a feedback loop that funnels information back to the department chairs and the cycle occurs all over again.



Figure 4

### Academic Affairs Functional Concept



#### 4. Virtual Learning Strategic Plans

The College transitioned through a series of assessments from a Virtual Campus to a Virtual Learning operation located at all campuses. During the 2011-2012 academic year, various campus forums, a College-wide survey, and efficiency task force meetings showed a recurring theme referencing Virtual Campus inefficiencies in communication and leadership. This communication gap was exacerbated by the move of essential staff to a location in midtown, Harrisburg, four miles from the nearest physical campus, which separated the Virtual administration from faculty and students. In addition, concern arose about the ability of Virtual Campus leadership to enforce quality course assessment. The implication was that course scheduling needs took precedence over the successful completion of course improvement plans. Additionally, there had been a perceived threat by other academic units at HACC in regards to competition for students and the loss of revenues for other HACC campuses (based upon HACC's campus-based budgeting model). Department chairs argued their input was not sought or valued during course scheduling, adjunct hiring, and placing specific instructors in specific courses. Additionally, College-wide faculty frequently stated they were not privy to the same kinds of training and equipment that Virtual Campus faculty members were given, which

seemed justified when Teaching Technology Services (TTS) staff were relocated from campus to the midtown location.

Restructuring and other improvements under the new moniker of Virtual Learning helped to address all of these concerns in the 2012-2013 academic year. The administrative structure was revised from a hierarchical vice president/dean structure to a collaborative co-director model that allowed for improved specialization of key tasks, addressing the concerns noted above. Virtual Learning administration, professional and classified staff moved from midtown Harrisburg and are now located at all physical campuses. Each physical campus has also been assigned a TTS member who is local to that campus, providing more direct access to training in the most current technology. The Virtual Learning administration, in conjunction with the department chairs or their designees, oversaw 161 online course demonstrations/observations resulting in 37 action plans and six faculty removals from the teaching schedule. These actions greatly improved working relationships with department chairs. Additionally, the reorganized unit is working to assist the workforce division in delivering educational content in an online or blended fashion, and plan to introduce a College-wide mobile learning initiative that will serve all campuses in the 2013-2014 academic year.

## **5. Virtual Learning Course Assessments**

Course quality was a consistent complaint under the previous model of the Virtual Campus, the new unit—Virtual Learning—made a concerted effort to work on the integrity of its online offerings. The first step was to ensure that every instructor who was new, had a new course preparation, or who was up for a tier change (structured increase in pay) had the required course observation. To expedite that process, the online course observation form was revised to include follow-up needed and action plans to correct deficiencies. With persistence, all 161 scheduled observations were completed during the academic year 2012-2013 with the results described above.

Additionally, a new process for online training exemption has been created. A cursory interview was replaced with a 60-90 minute course demonstration, scored with the Online Course Design and Teaching Suitability Rubric ([Appendix 17](#)). The candidate has to score an 80% or better on the rubric and has to have 70% of the course in a completed state. Observation in the live course environment takes place the first semester after passing the demonstration. This standard also applies to full-time faculty desiring to transfer part of their teaching load to Virtual Learning, and online faculty desiring to prep a new course have to demonstrate the new class at least a month before the class goes live.

Lastly, a new training model has been put into place as of summer 2013. The new training, eEvolution Academy, is a four-week, grade-based class on the pedagogy of web-enhanced, blended, and online teaching and learning ([Appendix 18](#)). After successful completion of this

four-week class, faculty trainees can opt to enter eVolution Studio in which he/she develops a course within the D2L Learning Management System. This is a competency-based learning experience, where the capstone project is a 60-90 minute long course demonstration process based upon the Course Design and Teaching Suitability Rubric. Those who want to teach for HACC are required to complete both eVolution Academy and eVolution Studio. Fall 2013 registration has been overwhelmingly popular, with two sections of fifteen (15) each filling within three hours of opening registration; plans are to open another section to meet some of the demand. The summer pilot was very successful, with nine out of nine people completing the Academy with a grade of B, or higher, and two of the nine participants have completed eVolution Studio and have successfully demonstrated their courses.

## **6. Gettysburg Early College Academy**

HACC's Gettysburg Campus had a goal to expand their Early College Academy (ECA, successfully implemented last year with the Gettysburg High School) to all Adams County High Schools. This campus strategic planning goal supports two objectives under the College's SP Goal 1, Teaching and Learning Excellence: to maximize enrollment and to improve degree completion.

Assessment findings revealed that the outreach efforts to the school districts were very successful. Each school district responded favorably to the promotional efforts. However, student enrollment did not meet performance targets, whether it was individually, by school district, or as a whole. Outreach efforts to parents needed to be refined, according to assessment findings. As a result, Gettysburg staff plan to revise their outreach efforts to parents and begin promoting the program to freshman parents and students so that it is part of their four-year high school academic plan. Assessment findings also revealed that factors, such as cost and other options (AP courses and scheduling limitations), impacted student enrollment decisions. As a result of this finding, an Early College Academy Scholarship was initiated to support students who have financial limitations. Despite not meeting initial enrollment performance goals by individual school district or the county as a whole, the ECA program enrollments increased 177% over the pilot year program (nine enrolled during the pilot and 25 enrolled this year). Staff will continue to track and assess enrollments and strategies in the program each year for the next two years ([Appendix 19](#)).

## **7. Workforce Development Division**

Significant and long-term financial losses in the workforce development division led the president to bring in external consultants to assess the status of the College's offerings and to recommend improvements. Following a review that included staff in workforce and staff in other areas as well, changes were made to adjust personnel, shed underperforming programs, eliminate unnecessary facility leases, and improve enrollments and profitability. These steps

have addressed immediate program weaknesses and positioned the unit to better serve students for the long-term. Key results from the assessments include the following:

- Regular input from the local Workforce Investment Board, statewide and local Chambers of Commerce, and other economic development organizations are used to guide curriculum development and assess existing courses for updating or de-emphasis;
- Industry recognized certifications, wherever possible, are added to the awarding of completion certificates to enhance the value of study;
- Longer skill training courses are augmented with accelerated course offerings to accommodate up-skilling of incumbent workers; and
- Shorter courses are designed to offer stackable credentials so that students can build on previous coursework at a rate that reflects their availability and financial resources.

Offerings have been expanded in the last year to include Pharmacy Technology certification and Health Information Technology. These are a direct result of community needs.

## 8. Finance

Members of the finance leadership team worked on unit plans including procurement, bookstore, accounting services, campus business affairs, and budgeting. These plans are aligned to the College's Strategic Plan. In addition, audit findings are used by staff for improvements, with timelines, individuals responsible, and update reports scheduled. For the past year, the following areas have been the focus for assessment:

- **Energy Use, Harrisburg Campus:** The facilities leadership team assessed utility costs on the Harrisburg Campus, making improvements to conserve energy and enhance the College's investment. This process will now be used on each of the other campuses beginning in Spring 2014, and appropriate assessments will be conducted and results integrated into related operations. To start on that process, the Gettysburg Campus has already completed an energy audit June 2013 to understand current building energy usage, to identify operational savings, and develop a 12-month cost baseline ([Appendix 20A](#) and [20B](#)).
- **Master Planning, York Campus:** In May 2013, HACC's York Campus completed its third master plan, 2013-2016 ([Appendix 21](#)), to identify the next phase of programmatic growth and facilities expansion needed to meet the projected enrollment goals, the expectations of regional employers for a well-trained, 21<sup>st</sup> century workforce, and the College's commitment to financial sustainability. Surveys were conducted with students, faculty, staff, and employers, and that data were combined with environmental scanning and economic impact studies to develop lists of recommendations for new academic programs, student services, building utilization, and general campus improvements. Cost estimates were assigned to prioritize facilities projects and to inform decision-making about resource allocation and budget alignment. The master plan will be presented to HACC's Board of Trustees at their October 1, 2013, board meeting. College master

planning projects fall under Goal 3, Objective 19, of the strategic plan: strengthen and improve the College's commitment to sustainability.

## **9. Human Resources**

Human Resources (HR) has undergone changes in leadership and organizational structure in the last year to expand availability of services and to build relationships with internal and external stakeholders, all within a culture of efficiency. During this past year, the HR staff drafted the following goals:

- To create a safe working environment in which employees feel valued, well-suited to their jobs, and supported by competitive and equitable salaries and benefits;
- To offer professional development opportunities so that employees are well-prepared and encouraged to grow as they meet the challenges and demands of their positions and the larger institution they serve; and
- To serve the HACC community in aligning institutional policies with federal and state employment laws and in managing all phases of employee processes.

Human Resources' main areas of focus for the Middle States Assessment were benefits and wellness, recruitment, and employee relations. HR's assessment activities were varied and encompassed a number of actions to evaluate current processes. Each staff member journaled daily to develop a Current Process Inventory (CPI), collecting data that can be used for improvements. In addition to the CPI, staff conducted focus groups, surveyed the College community, interviewed various constituency groups, benchmarked against similar employers, and solicited feedback as we implemented change. Members of the HR department are now taking steps to document and revise processes for improvement.

### **Benefits and Wellness Assessment**

Realizing that benefit administration has a pronounced impact on recruitment, retention, and productivity, HACC's HR department worked with the Compensation Advisory Committee, a shared governance committee, to benchmark HACC's benefit and wellness offerings with 41 peer institutions in 2012. The assessment included a cost analysis, which found that HACC's benefits were not sustainable, had gaps in coverage, and processes were cumbersome and ineffective. In response, the benefits were redesigned to close the coverage gaps and processes were automated. For example, re-bidding the insurance coverage will net the College at least a \$3 million cost savings over the next three years ([Appendix 22](#)).

### **Safety and Security**

The Department of Safety and Security was restructured last year. Following two separate student incidents on the Harrisburg Campus during the Fall 2012 and Spring 2013 semesters, the

president hired a consultant to assess the state of our security and make recommendations. The consultant's assessment included 82 recommendations, many of which were implemented before the report was submitted to the president in August 2013, ranging from adding locks to doors, having officers do more foot and bike patrol, dividing the Harrisburg campus into four zones for more effective patrol coverage, and restructuring the public safety and security office for operational efficiencies. Reporting for this area has shifted from Human Resources to Student Affairs because of the number of incidents involving students and the student judicial process. The College has also improved communications between central security, student affairs, and campus administration. The Safety and Security Department is better prepared to handle emergencies because of implementing recommendation from the assessment.

## 10. Information Technology Services

Two assessments were conducted in Information Technology Services (ITS) this past year. One by external consultants from Montgomery County Community College (PA) in December 2012, Celeste Schwarz, vice president for information technology and college services, and Joseph Mancini, executive director, technology services. The second was by the interim CIO, Richard Yankowsky, in January 2013. Implementations based on their recommendations are as follows:

- **New leadership was put in place.** A Chief Information Officer (CIO) was hired to provide strategic leadership for the ITS department and the College. This position reports to the president and is a member of the President's Cabinet.
- **The Office of ITS was reorganized** to better align services to meet the needs of College employees. This included a review and update of all task lists and classifications for ITS staff and the shifting of a position to become the coordinator and ITS training and projects, providing a single point of contact for technology training and project management leadership. Another position was shifted to provide a director of infrastructure and network services to lead the staff of network professionals.
- **The Help Desk was restructured** and broadened beyond Harrisburg to employ all ITS user support technicians College-wide and hours were expanded during the evenings to better serve evening and online students. An IT Support Center Specialist position was created to establish a single point of contact for higher tier technical support issues and to enhance communication.
- **Job descriptions were rewritten**, identifying performance standards, and service-level agreements have been developed, holding staff accountable for closing tickets in a timely manner.

- **Ongoing assessments** of the College's hardware and software needs and upgrades will be in place once the Technology Governance Committee, newly constituted, begins its work in Fall 2013.

## **11. The Office of College Advancement and the HACC Foundation**

Significant improvements in the past year have occurred in the Office of College Advancement, which combines the former PR/Marketing Department and the Development Department. In March 2012, a vice president of college advancement was hired to oversee alumni affairs, fundraising (through the HACC Foundation), grants, marketing and public relations, photography and videography, and web development. In February 2013, an auditing firm was hired to conduct a gap analysis on the HACC Foundation and development function. The firm completed the analysis in April 2013 and identified 26 recommendations to improve systems and processes, to enhance reporting, and to improve financial tracking.

To date, nine of the recommendations have been completed. The remaining recommendations will be resolved by December 2014. The assessments, processes, and procedures are being documented in unit plans, checklists, and procedures manuals. As a result, the following improvements have been made:

- The HACC Foundation identified problems with 133 memoranda of understanding (MOUs), which are agreements that outline how charitable contributions and funds should be used, managed, and disbursed. Some of the previous MOUs contained language that conflicted with IRS guidelines, and some of them referenced outdated processes and procedures. In some cases, some funds had no MOUs on file. To date, 40 of the problem MOUs have been corrected. The remaining MOU problems will be resolved this fall.
- The HACC Foundation scholarship program has been revamped. The former scholarship process was managed manually and revealed many challenges, including selecting recipients against IRS regulations, awarding to ineligible students, losing paper applications, and failing to market the scholarship program. The new system allows students to search through more than 200 scholarships, file applications electronically, and apply during a second scholarship award cycle. As a result of the new scholarship management process, the HACC Foundation awarded scholarships to 561 students totaling nearly \$615,770 to be used for the Fall 2013 and Spring 2014 terms. Additional scholarship funds will be awarded in November 2013, and improvements will continue to be made to the scholarship program.

## Assessment Results: Standard 12, General Education

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*The readers **require** that the College commit to bringing the 2007 Self-Study recommendation to fruition by developing a documented, organized, and sustained assessment process for individual courses to evaluate and improve student learning, particularly with regard to general education outcomes. (PRR Reviewers Report, 8 August 2012).*

General education at HACC focuses on providing students with a foundation for a common body of essential knowledge and skills, taught and reinforced through courses. The core knowledge areas are written communication, speech communication, humanities and arts, social and behavioral sciences, mathematics, natural and physical science, diversity, and physical education and wellness. Core abilities integrate with the content area to provide students with the skills they need to be successful in a complex and changing world and to become lifelong learners.

The assessment of the general education curriculum has moved towards an outcome-based assessment process in light of the Core Assessment conducted in Fall of 2011 ([Appendix 23](#)). Based on that report, overarching outcomes were developed that spoke to the overall general education at HACC rather than course-defined processes related to Core classes. The outcomes were developed by the College-wide Assessment Committee (CWAC) and presented to administrators and faculty in preparation for CWAC to conduct general education assessment.

The College's general education outcomes are as follows:

- **Quantitative Literacy:** Select and apply mathematical tools to draw conclusions from quantitative data;
- **Written Communication:** Write appropriately for audience, purpose, and genre; demonstrate appropriate content, organization, syntax, and style; and acknowledge the use of information sources, according to convention;
- **Critical Thinking:** Generate a new idea or artifact by combining, changing, or reapplying existing ideas or products;
- **Technology Literacy:** Demonstrate the ability to communicate, create, and collaborate effectively using technologies in multiple modalities;
- **Oral Communication:** Competently construct and effectively present orally, information designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors; and
- **Information Literacy:** Demonstrate the ability to find, evaluate, organize, and use information effectively and ethically.

Based on results received from the 2012 General Education Core Assessment Report ([Appendix 23](#)), the College moved from a course-based approach to general education to developing general education outcomes and setting up a competency-based assessment process. The move to a competency-based assessment approach has provided HACC with an opportunity to move



forward with a solid framework and the ability to collect assessment data pertaining to general education from a myriad of classes and programs. The data from the core assessment report revised the standards that will be integral in HACC’s general education curriculum. Core courses required as general education did not change based on general education outcomes assessment, but the assessments themselves have opened the door for more in-depth analysis of our core courses.

A goal of general education outcomes assessment is to connect program-specific student learning outcomes (SLOs) to general education outcomes through the use of curriculum mapping. For example, the Cardiovascular Technology (Invasive) program outcome “Communicate effectively with each patient...in a manner consistent with patient’s age, language, and educational level,” can be directly connected to the general education oral communication outcome. By connecting SLOs to the general education outcomes, HACC has the ability to continually assess the general education outcomes even when a larger assessment for a specific general education outcome is not being conducted. To facilitate this goal, HACC is using the assessment management software Tk20™. At any point when a department conducts an assessment related to any of those mapped outcomes, the software alerts CWAC so that those results can be incorporated into general education assessment.

The assessment of the general education curriculum is moderated by CWAC. Yearly assessments look at each outcome across the curriculum that is intended to give a larger scope to that assessment. This is supplemented by ongoing program and class assessments incorporated into general education assessment by mapping individual outcomes to general education outcomes in Tk20™. **Table 1** below outlines the schedule of general education outcomes assessment as approved by the Academics House.

**Table 1: Schedule of General Education Outcomes Assessment**

Category	Outcome	Assessment Due
Critical Thinking	Generate a new idea or artifact by combining, changing, or reapplying existing ideas or products.	Fall 2013
Information Literacy	Demonstrate the ability to find, evaluate, organize and use information effectively and ethically.	Spring 2014
Quantitative Literacy	Select and apply mathematical tools to draw conclusions from quantitative data.	Fall 2014

Oral Communication	Construct and present orally information designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.	Spring 2015
Technology Literacy	Demonstrate the ability to communicate, create, and collaborate using technologies in multiple modalities.	Fall 2015
Written Communication	Write appropriately for audience, purpose and genre; demonstrate appropriate content, organization, syntax, and style; and acknowledge the use of information sources, according to convention.	Spring 2016

The first outcome to be assessed College-wide was Written Communication. First year cohorts and their initial classes taken were identified as areas where samples could be pulled (ENGL 101, HUM 201, PSYC 101, SOCI 201). Random samples were then taken from those classes and assessed based on a common rubric ([Appendix 24](#)). The Written Communication Assessment demonstrated that students at HACC are proficient in writing, but also demonstrated the need to assess more classes across the curriculum for writing components. In addition, when combined with the English Department's assessments and the Information Literacy Outcome Assessments, a baseline has been set for service and training of students in basic writing components and enhanced library support. As a result an increased number of classes are working closely with the library to include assignments that allow students more opportunities to use sources and properly cite them in their work. The results and recommendations from CWAC have been forwarded to the Academic House and reviewed by that body. Upon assessing the assessment itself, 31 of 119 faculty did not communicate whether a sample was available. This finding has led to an initiative to discover measures that would ensure larger faculty participation. This assessment demonstrates HACC's commitment to transparency and inclusion of all stakeholders in the assessment process while firmly establishing a review process and accountability. In addition, CWAC conducted a meta-assessment of previous assessments to map where other outcomes can be incorporated into the general education process.

Assessment of general education outcomes has grown as documented below. Previous assessments have directed the College on a path of College-wide outcomes assessment conducted by CWAC and incorporation of other applicable assessments that inform general education. As evidenced by the following list:

- **General Education Core Assessment:** These results were used to revamp the general education assessment into an outcome-based approach conducted and managed by the CWAC ([Appendix 23](#)).
- **Information Literacy Assessment:** Demonstrates the student's ability to find, evaluate, organize, and use information library information effectively and ethically. The

assessment was conducted through collaboration between librarians and teaching faculty ([Appendix 27](#)).

- **Oral Assessment:** This assessment experience will be used as a baseline for assessing oral communications across curriculum and not limited to communication classes ([Appendix 26](#)).
- **CWAC Writing Spring 2013 Assessment:** A College-wide assessment based on the general education outcome of Written Communication was conducted by CWAC. Through the assessment of cross-curriculum classes, a baseline was established not only in terms of student proficiency but for the inclusion of writing based assignments in class curriculum. Results and recommendations have been forwarded to Faculty Senate, including a recommendation to improve faculty participation ([Appendix 25](#)).
- **English Spring 2011 Assessment Record:** Results have been used to set baselines for general education and to improve the assessment process including improved rubrics and enhanced methods of sampling. Previous English Department assessments have been used to develop best practices in the College's English Writing classes ([Appendix 28](#)).

General education curriculum directly aligns with HACC's Strategic Plan Goal 5 subsection on improving the assessment process by stating "enhance general education outcomes" and "implement general education assessment." To ensure students, faculty, staff, and the community at-large are informed of general education; the outcomes are listed on HACC's main website and are included in the current College catalog.

## Assessment Results: Standard 14, Student Learning

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*The readers **require** that the College commit to bringing the 2007 Self-Study recommendation to fruition by developing a documented, organized, and sustained assessment process for individual courses to evaluate and improve student learning, particularly with regard to general education outcomes. The College should assign responsibility and establish timelines for addressing their shortcomings with regard to the assessment of institutional effectiveness and student learning. The readers **require** that the College use assessment results to improve student learning and advance the institution. The readers **require** that the College continue to build a stronger culture of assessment that promotes institutional effectiveness, informs decision-making, and impacts resource allocation.(PRR Reviewers Report, 8 August 2012).*

Between 2010 and 2013 the procedures related to the assessment of student learning were standardized to ensure ongoing and sustainable assessment. To that end, the CWAC became the organizing body that would serve as reviewers for program-level assessment and monitors for course-level assessment. While program faculty are still responsible for implementing assessment, the department chairs are now responsible for overseeing the assessment process and

ensuring results are used by program faculty. Although programs and departments are at all stages of the assessment process, CWAC ensures that all programs have competencies and all courses have learning outcomes. This past year, programs that had assessment plans in place were using data to improve the curriculum through a review process conducted by CWAC; programs without plans were consulted to create those assessment plans. Any course not part of a program requirement will be assessed through the general education outcomes assessment process as outlined in section on Standard 12. Programs and courses that relied on outside accreditation are guided by those accrediting bodies, and are used as examples of the way in which assessment works beyond those programs.

The main method of planning for assessment, developed by CWAC during the 2012-2013 academic year, is now codified in the institutional effectiveness shared governance policy discussed earlier in the report ([Appendix 4](#)). This policy creates the framework for reporting of assessment plans and results. The main issue with applying the plan is that documentation of all assessment plans, from course to program; need to be easily accessible and tracked. The structure and framework are in place, and the recent implementation of Tk20™ assessment management system will aid in this process to document assessment results and how they are being used by department faculty.

Program assessment revolves around a yearly calendar where each program submits reports and plans to CWAC in their designated month ([Appendix 12](#)). The parameters for the rolling program submissions have been established and reported to the faculty through the Academics House. The schedule is set to be implemented in the 2013-2014 academic year in conjunction with the implementation of Tk20™ to create an efficient and sustainable process. The rolling submissions allow CWAC to review each plan and report in a scheduled manner to give feedback to the departments. Result findings are incorporated into the budget through the strategic funding initiatives process as outlined in Standard 7. The program assessment reports are then forwarded to the Provost for final review and comments. Recommendations are forwarded to the faculty for implementation. Through the use of Tk20™ this process will be streamlined to afford maximum efficiency. Please refer to [Figure 2](#) for assessment process flow.

Course assessment is specific to the departments and is completed based on timelines set forth by the department chair. The cumulative data will be stored in Tk20™, allowing for easier connections to program assessment and general education assessment. Any changes to curriculum based on course assessment is vetted through the departments and moved on to the Academics House and Academic Council for approval.

During the infancy of CWAC, increasing faculty participation in assessment through outreach was a primary focus, which resulted in providing all programs and disciplines assistance in working through assessment plans and developing reports. This initiative continued through College-wide training at faculty in-service sessions and informal meetings between CWAC members and their discipline areas. The continued processes of program audits and DACUMs

solidified the need for integrated assessment into all curricular reviews. The synergy created between connections that are now made between program assessment, program audits, and DACUMs provide a detailed and robust review process for curriculum through evidence-based decisions. All of the assessment and review processes have been codified into the new Shared Governance Policy outlined in [Figure 1](#) earlier in this report.

Faculty are provided with many opportunities for development in assessment practices. Faculty in-services include various presentations on assessment including sessions on Middle States standards and the interrelation between program and course assessment. The Spring 2013 faculty in-service was conducted on January 10, 2013 as a series of departmental workshops led by a representative from CWAC from that discipline. The working sessions provided faculty with hands-on training in assessment. The in-services were assessed by the campus Centers for Innovative Teaching Excellence (CITE) and the data used for future improvement of the faculty in-service presentations. In addition, HACC's assessment consultant, Dr. Jose Ricardo-Osorio, presented "Rethinking Course Planning: Effective Use of Embedded Assessment" during the Spring 2013 semester. CWAC members were also involved in various informal meetings with their disciplines that ranged from effective assessment planning to methods for conducting assessments. Administrative staff members were also given personalized training that connected curricular assessment to institutional effectiveness. Ongoing faculty in-service training is scheduled into the academic calendar in three-year planning timeframes and remains an essential piece of the assessment process.

In their roles as academic affairs administrators, the department chairs and campus deans collaborate on assessment findings and how to use those findings to determine improvements in curriculum, deploy educational offerings, and conduct professional development for faculty ([Appendix 16](#)). Deans and department chairs collaboratively develop the academic affairs budget and ensure performance on the academic affairs unit goals and objectives. The provost is the cabinet-level leader of assessment of student learning and ensures sufficient resources are provided to both academic (student learning) and non-academic (student support) functions of the College to collectively support assessment.

The assessment plan remains sustainable through clear definition of assessment as a role of all faculty, department chairs, and deans. With CWAC as a monitoring and review body, the process is kept on schedule and the provost can be alerted to any issues. HACC's commitment to the sustainability of these processes is evident in the acquiring of Tk20™ as a management system for assessment data and the assessment process. Firmly embedding the established curricular assessment process into the Institutional Effectiveness Policy flowcharts, ([Figures 2 and 3](#)) through clear visibility of CWAC and academic departments, demonstrates intended accountability, participation, and collaboration throughout the assessment processes.

Furthermore, all general education outcomes and program competencies are available through HACC's catalog and website. Course learning outcomes are articulated in the College's Form

335 for each class and are available through the College's portal. Every syllabus must adhere and include these learning outcomes.

Reliability plays a role in course assessment as well. For example, English assessments have always centered on the concept of inter-reader reliability and the importance of a shared rubric. Many reports such as those from Reading provide an evaluation of the assessment process which demonstrates the understanding that reliability should always be a factor in continuous improvement ([Appendix 34](#)).

Assessment results are disseminated as follows:

- Reports for department meetings go to the Academic House if changes are made;
- CWAC has a standing report on the Academics House meeting agenda;
- Tk20™ assessment management software creates reports for access by all faculty; and
- Academic Affairs roles include collaboration on assessment between department chairs and campus deans.

Curricular assessment informed institutional assessment and was demonstrated through the 2012 Communications Assessment ([Appendix 26](#)). While the focus was on student learning and measuring the effectiveness of speech delivery, a parallel assessment occurred which looked at the cost effectiveness and efficiency of the software being used in the assessment and the level of required training for both faculty and students. This demonstrates the opportunity to directly tie curricular needs to finance and training.

### **Examples of Assessment Results**

These assessment results were selected to demonstrate the various types of assessments that have been completed over the past year. Some are College-wide course assessments linked to program assessments; some are developmental courses; some are modes of delivery, and some are based on external accreditation requirements.

- **English 101 and 102 and modes of delivery:** Assessment of course outcomes typically did not distinguish between online and on-campus modes of delivery; however, the Spring 2011 English 102 assessments delved deeper by separating Virtual classes from face-to-face classes and evaluating results through delivery method. The findings demonstrated that there was not a statistical difference between the achievements of either set of students ([Appendix 28](#)).
- **Dental Assisting:** Using both recommendations from the most recent Commission on Dental Accreditation site visit and program assessment results, faculty members in the Dental Assisting Program have engaged in ongoing improvement of the curriculum. An assessment in DA 175 determined through student interviews that the current text was extremely difficult to read and comprehend. As a result, the primary text for this course

has been changed for Fall 2013, and the syllabus and lecture materials correspondingly modified and updated ([Appendix 32](#)).

- **Reading assessments:** The Reading discipline has engaged in ongoing efforts to refine and improve its assessments. Previous assessments have included vocabulary quizzes and comprehension questions based on passages selected by individual instructors. The latter was deemed not reliable due to variance in the difficulty levels of these passages, which has led to more closely-controlled assessments. The discipline explored the assessment of student portfolios, but decided that this option required a standardization of assignments and encroached on instructor autonomy. Assessment results have spurred continued reflection on the effectiveness of various means of assessment on improvement of student learning. Over the last few semesters, learning outcomes for all reading courses have been assessed and revised according to findings ([Appendix 34](#)).
- **Chemistry:** In the Spring and Fall semesters of 2012, the Chemistry program assessed student learning of chemical nomenclature by analyzing the performance of CHEM 101 and 204 students on relevant questions from standardized exams created by the American Chemical Society. Program faculty determined to emphasize chemical nomenclature throughout the entirety of these chemistry courses by including additional questions in each homework assignment and assigning a higher percentage of points to nomenclature questions on exams ([Appendix 29](#)).
- **Computer Information Security:** In Spring 2013, the CISE Program assessed a number of outcomes from CNT 120, 125, and 220, and CISE 200 by analyzing performance at critical points throughout each course. Based on the results of the assessment, program faculty recommended that learning outcomes are measurable and attainable, course materials are more closely aligned to learning outcomes, and adjunct faculty are more closely supervised to ensure a standard curriculum ([Appendix 30](#)).
- **Cardiovascular Technology:** Program assessment data was derived from exams, clinical competency, registry examinations, laboratory competency, and demonstration in the clinical setting. One aspect assessed was attrition rates. Based on the results, the program added information sessions that students must attend prior to application to either the invasive or cardiac sonography program ([Appendix 31](#)).
- **Management.** In Fall 2011, MGMT 121 students were assessed on program competencies dealing with written and oral communication, critical thinking, and use of business technologies. These outcomes were explicitly mapped to outcomes in the College mission/strategic plan statements, and resulted in curricular adjustments that included the addition of prerequisites to improve written communication readiness and the addition of a Small Business Plan assessment rubric to the course's Form 335 ([Appendix 33](#)).

## Assessment Results: Standard 4, Leadership and Governance

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In response to the 2012 PRR, the College has made significant improvements in the leadership and shared governance structure, meeting the recommendations of the PRR recommendations and the 2007 Self Study as evidenced by the following:

- **Administrative Professional Organization:** The College formalized a governance organization for administrators and professional staff with a new constitution, by-laws, and officers.
- **Student Government:** The College completed the assessment of the effectiveness of the new structure for student government with the ratification of the constitution and bylaws, and assigned a Campus Dean of Student Affairs to advise the student government executive council.
- **Shared Governance Task Force:** The College completed a formal assessment of its governing bodies and the governance process. The President appointed and co-chaired a Shared Governance Task Force that:
  - Created the Shared Governance Policy Committee and the College process for development, revision and deactivation of Shared Governance Policies ([Figure 1](#)); and
  - Authored the process for development of a College handbook.
- **Efficiency Task Force:** The College completed assessment of the information collected from the Multi-Campus Task Force Report by examining its organizational structure via an *ad hoc* task force that reviewed concerns related to governance, operational practice, and the one-College concept. The President appointed an *ad hoc* Efficiency Task Force, January, 2012, that centralized organizational structure implemented July 2012, transitioning from a campus-based structure to a model, where central and campus leaders work together ([Appendix 35](#)).
- **Communication to members of the College community:** The College has implemented a process requiring the input from and communication to all constituencies of the College in a consistent, accessible and timely manner through the implementation of:
  - Ski Grams (President Communications), blogs, and podcasts;
  - College-wide town halls;
  - Campus-based forums;
  - Office of College Advancement, communication plans;
  - MyHACC portal to provide an internal College-wide venue for posting agendas and minutes of committee and governance body meetings; and
  - Redesign and hiring of the Chief of Staff position to oversee the governance process, ensuring a voice to all constituencies.



## Conclusion

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The information in this report and supporting evidence on the College's website (including the Assessment Showcase) demonstrates the significant improvements made in compliance with Standards 4, 7, 12, and 14 of the Middle States Characteristics of Excellence. Institutional effectiveness has become structurally embodied within the institution via strategic planning, unit plans connected to the strategic plan, and processes for assessment and planning in both academic (student learning) and non-academic (student support) areas of the College. The College has also implemented the Tk20™ assessment management system. The Office of Institutional Effectiveness manages the operation of this system, and everyone at the College is expected to be using this system to document their planning and assessment activities.

Highlights of the College's accomplishments over the past year include the following:

- A shared governance structure is in place with a new committee with clearly articulated goals, which has already begun work (Standard 4);
- An institutional effectiveness plan with an integrated process for assessment and individuals charged with its oversight (Standard 7);
- A revised strategic planning process with unit goals and resource allocation linked to assessment findings (Standard 7);
- Tk20™ implemented to track assessment results (Standards 7, 12 and 14); and
- College-wide Assessment Committee to oversee the assessment process and train faculty and staff as needed, (Standards 7, 12 and 14).

Just as significantly, over the past year, the College has hired individuals with skills and experience in managing assessment to oversee our assessment processes. The chief of staff is charged with Strategic Plan oversight and will work closely with the president and director of institutional research and assessment to ensure progress toward objectives is assessed regularly. The director of institutional research and assessment works collaboratively with the director of curriculum compliance and assessment and the CWAC on the assessment of institutional effectiveness and student learning outcomes in courses, programs, and HACC's general education. With these improvements, the ability of the College to intentionally plan, assess, communicate results, map across curriculum and functional areas, and use the results to improve is now systemic within the institution.

The College appreciates the work of MSCHE for their guidance and support in meeting the requirements of the Characteristics of Excellence. The liaison visit by Dr. Debra Klinman on January 29, 2013, informed the leaders of the College on what was expected to restore compliance with Standards 7, 12, and 14. The College respectfully submits this report to the Commission for review in confidence that HACC addressed the Commission's requirements and welcomes the team that will visit the institution September 23 to 25, 2013.

## Appendices Index

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9.	Strategic Planning Capital request forms York FY 2013-14
10.	HACC's Assessment Showcase
11.	Department Course Assessment Plans for 2013-14
12.	Rolling Program Assessment Schedule
13.	Department Program Summary Assessment Cht 6-25-13
14.	Course Availability Task List 6-6-13
15.	Academic Affairs Reorganization Timeline
16.	Academic Affairs Reorganization Frequently Asked Questions
17.	Online Teach and Course Design Suitability Rubric
18.	eVolution Academy
19.	Gettysburg Early College Academy Assessment Record
20a.	Finance Utility Assessment Record
20b.	Gettysburg Energy Audit
21.	York Assessment Record
22.	Wellness Benefits Assessment Record
23.	GENED CORE Assessment Record
24.	HACC Written Communication Rubric
25.	CWAC Writing Spring 2013 Assessment Record
26.	Oral Assessment Record
27.	Info Lit Assessment Record
28.	Eng Sp 2011 Assessment Record
29.	Chemistry Assessment Record
30.	CISE Assessment Record
31.	CVT Assessment Record
32.	DA Assessment Record
33.	MGMT Assessment Record
34.	May 2013 History of Reading Discipline Assessment (New)
35.	Efficiency Task Force Assessment Record

# HACC Assessment Record

Organizational Unit:

Board of Trustees - Governing Board

<b>Assessment Start Date:</b>	March 2013	
<b>Alignment to Strategic Plan:</b>	SP Goal II: Organizational Excellence <ul style="list-style-type: none"> <li>Objective 8: Improve collegiality, civility, and trust throughout the college.</li> <li>Objective 9: Continuously improve the organizational structure.</li> </ul> Goal III: Operational Excellence <ul style="list-style-type: none"> <li>Objective 12: Improve communication with internal and external stakeholders.</li> <li>Objective 13: Adopt best practices in higher education for financial planning and management.</li> </ul>	
<b>Sources of Evidence to be used:</b> <i>(Measures that would point to achievement of goal/objective. Examples: databases, focus group feedback, surveys. See p. 10 of Guide.)</i>	<ul style="list-style-type: none"> <li>Discussion Points</li> <li>Survey Findings</li> <li>BOT Governance documentation</li> <li>Best Practices</li> <li>Middle States Characteristics of Excellence (Standard 4)</li> </ul>	
<b>Type of Assessment :</b>	Performance-Evaluating	
<ul style="list-style-type: none"> <li><b>Information– Gathering</b> <i>(needs assessments, inventories, establishing baselines)</i></li> <li><b>Performance–Evaluating</b> <i>(How well are we doing? Have we improved?)</i></li> </ul>		
<b>IF ASSESSMENT IS PERFORMANCE-EVALUATING:</b>		
*Benchmarks and Performance Targets are critical when evaluating performance. They may or may not be as critical when gathering information, although a rubric may be developed to organize categories under consideration.	<b>Benchmarks or Standards</b> (See pp. 11 – 13 of Guide)	<b>Performance Target</b> (See pp. 13 – 17 of Guide)
	<ul style="list-style-type: none"> <li>Local Standards (derived from open-ended survey)</li> <li>External Standards (Middle States Characteristics of Excellence)</li> </ul>	Alignment between locally-developed standards, governance documentation, and external standards.
<b>Findings:</b> <i>(What did we learn from this assessment? What did the evidence say?)</i>	Trustees place high value on the work that they do, with priorities emerging around: <ul style="list-style-type: none"> <li>The Trustee Voice</li> <li>The President</li> <li>Personnel-Institutional Organization</li> <li>Financial Issues</li> <li>Policies, Procedures, and Approvals</li> <li>Planning</li> <li>The Physical Campus</li> </ul>	

	<ul style="list-style-type: none"> <li>• Legal Issues and Legislative Efforts</li> <li>• Partnerships and Community</li> <li>• Commitment to Students and Participation at HACC Events</li> </ul> <p>A study of Board governance documentation and the Middle States standards showed strong alignment with the Board's body of work, with only a few areas needing further development.</p>
<p><b>Decision-Making:</b> <i>(What changes of practice are indicated? What budget priorities are established? What accomplishments should be celebrated and showcased?)</i></p>	<p>Trustees have determined:</p> <ul style="list-style-type: none"> <li>• To set a goal for AY13-14 to strengthen policies, procedures, and practices surrounding Trustee recruitment, selection, and onboarding.</li> <li>• That Board Policies 021 and 031 and HACC AP894 are to be updated to reference the PA Commonwealth Conflict of Interest Disclosure form.</li> <li>• That individual Trustee self-assessment, using an instrument much like that provided by AGB, should be completed annually by each Trustee. Responses should be anonymized before sharing with the full Board.</li> <li>• That assessment of full Board effectiveness should be conducted once every 3 years, beginning next year to coincide with the reappointment decision of the College President.</li> </ul>
<p><b>Assessment Closing Date:</b></p>	<p>May 30, 2013</p>
<p><b>Notes:</b></p>	



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### Shared Governance Information

Shared Governance at HACC is conducted in an atmosphere of mutual understanding and trust that:

- Promotes an environment of accountability, civility, collaboration, collegiality and professionalism, sustainability and interdependence among constituent groups
- Frames and advances the short- and long-term plans in support of the College's mission, vision and strategic plan
- Focuses the College's efforts and discussions on student success and academic excellence
- Provides counsel, direction and perspective to the College community in a timely manner about educational and operational opportunities, challenges, policies and procedures that impact the direction and effectiveness of the College
- Promotes and values transparent and effective communication in decision making

In August, 2012, the Shared Governance Task Force was created, co-chaired by the president and Pam Watkins, and reported the following recommendations in July, 2013:

- Define a new shared governance process that identifies and gives voice to stakeholders and ensures collaboration in process of developing college policy proposals and administrative procedures.
- Establish a Shared Governance Committee, chaired by the Chief of Staff, which implements the recommendations made by the Task Force and is responsible for facilitating Shared Governance, and managing and assessing the Shared Governance process.
- Replace the current Administrative Procedure (AP) system with a system that uses Shared Governance Policies (SGP) and an easily accessed and searchable College Handbook.
- Establish a task force to identify and recommend the content of the new College Handbook and oversee the initial publication.
- Update and revise Board of Trustees' college policies.
- Establish an assessment plan for the SGP/handbook system.
- Complete the transition to the SGP/handbook system by May 2014.

In August, 2013, the newly constituted Shared Governance Committee began its work of implementing the recommendations made by the Task Force.

Below are links to the documents that were created and approved by the Shared Governance Task Force, including the Shared Governance Policy Submission Form which is used to propose that the Shared Governance Committee create, amend, consolidate, or discontinue a college administrative procedure or policy.

- SGP: Shared Governance at HACC
- SGP: Shared Governance Policy Process
- SGP: Shared Governance Process Diagram (pptx)
- SGP: Development, Revision and Deactivation of Shared Governance Policies (pdf)
- SGP: Shared Governance Policy Submission Form

View the PowerPoint presentation for the Shared Governance open forum held April 29, 2013.

Please submit any questions or comments [here](#).

#### RELATED LINKS...

- [Facilities](#)
- [Finance](#)
- [HACC Foundation](#)
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- [Sustainability@HACC](mailto:Sustainability@HACC)

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## Institutional Effectiveness Plan

HACC's Institutional Effectiveness Plan: March 2013 – July 2014

### Statement of Purpose

The purpose of this plan is to highlight the importance of establishing goals for institutional practices at HACC and to define the systems and processes that result in timely assessments that inform the College's decision making and demonstrate its effectiveness in meeting those goals.

### Introduction

With a goal of building a culture of assessment, HACC looks to align institutional practices and planning to evidence-informed decision making. Understanding that assessment is the means by which we determine whether or not we are meeting our goals, HACC convened an Institutional Effectiveness Task Force to determine prioritized action items required to support healthy assessment practices. A state-of-the-art assessment management system (TK20) has been purchased, and will be implemented during the coming year - serving as a repository, tracking, and reporting tool. This plan, to be revised and updated in future years, articulates HACC's priorities and focus areas for the period from March 2013 to July 2014.

### The Plan

1. Goals for all areas of the College will be published and reviewed to insure:
  - a. That they have been established by a process that is transparent and appropriately involves all stakeholders
  - b. That they are aligned with HACC's 2013 – 2015 Strategic Plan.
  - c. That they conform to best practices and standards being established in TK20, as the adoption schedule unfolds.
2. Protocols for planning assessment and the analysis of assessment findings will be developed, such that:
  - a. The value of establishing baseline data is clear.
  - b. The development and utilization of benchmarks are seen as critical components.
  - c. The roles of both internal and external data sources, as well as third party resources and perspectives, are valued.
3. The assessment reporting process and supporting structure will be reviewed and refined so that:
  - a. It is transparent to and appropriately involves all stakeholders.
  - b. Accountability and review processes are well defined.
  - c. It provides meaningful and timely support to reporting units.
  - d. It provides a parallel process for both academic and non-academic areas.
  - e. Economies of scale are realized, minimizing or institutionalizing the use of shadow systems.
4. Assessment practices will become a primary training and professional development focus, such that:
  - a. All areas of the College will be provided with training in best practices in assessment, including ways of determining meaningful metrics and optimizing data collection processes.
  - b. Best practices in assessment will be infused into all training for TK20, as the adoption schedule unfolds.
5. Relevant Administrative Policies (AP's) that define assessment planning and assessment processes will be revised and updated such that:
  - a. A parallel process is in place for both academic and non-academic areas.
  - b. They define desired levels of performance.
  - c. They are congruent with the best practices enabled by TK20.
6. The budgeting process will be redesigned such that:
  - a. Assessment findings can be better considered when making budgetary decisions.
  - b. Budgeting decisions are closely aligned with the priorities defined in the HACC 2013 – 2015 Strategic Plan.
  - c. "What-if Scenarios" can be modeled and considered in planning.
7. The use of assessment findings to make improvements and inform decision-making will be showcased at every opportunity in order to:
  - a. Deliver on the promise of transparency.
  - b. Showcase best practices.
  - c. Reward innovation that explores various types of assessment activities and outcomes.
  - d. Encourage communication and creativity.
  - e. More fully engage the College community.
  - f. Build a true culture of assessment.
  - g. Demographic and market trends are used as predictive indicators.

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- [Facilities](#)
- [Finance](#)
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## SGP: Assessing Institutional Effectiveness

### Purpose:

Provide continuous and on-going assessment of the College's Functional Areas, Campuses, Service Units and Academic Programs and Courses to determine areas of needed improvement, needed services and required budgets.

### Definitions:

**College Functional Areas:** Units in the college that are responsible for a specific operation or function college-wide. These include Academic Affairs, Finance, Human Resources, Student Affairs, Information Technology, and Office of College Advancement.

**Service Units:** Operational units, within Functional Areas, that are charged with providing services.

**Five-Year Audit:** A collective review of all assessment reports that not only include the previous five-years of annual assessment findings and decisions, but also consider data from additional sources and addresses issues of viability, scalability, and sustainability.

### Policy:

1. Assessment activities at HACC are used to:
  - Continuously improve the teaching/learning process;
  - Continuously improve quality, efficiency, suitability, and range of services;
  - Regularly gather periodic data;
  - Identify strengths and weaknesses;
  - Develop action plans to restore services in decline;
  - Discontinue services that are no longer meeting an identified institutional and/or educational need;
  - Develop and maintain accountability to the College's stakeholders;
  - Provide a mechanism for sharing curricular needs for strategic planning and budgeting in both academic and non-academic areas;
  - Provide a mechanism for sharing results to impact the development of the College's strategic goals;
  - Coordinate planning and budgeting within non-academic Functional Areas to align with identified academic needs.
2. All functional areas, campuses, service units and academic programs and courses will conduct assessments annually.
3. All functional areas, campuses, service units and academic programs and courses will conduct a more substantive and thorough assessment every five (5) years (Five-Year Audit).
4. All employees are expected to participate in the assessment process.

5. Annual assessment initiatives, findings and resulting decisions/changes will be included in the Five-Year Audit.
6. Detailed procedures for assessing the functional areas, campuses, service units and academic programs and courses are documented in the College Handbook.
7. A complete record of assessment activities is maintained in the College's assessment management system.
8. Assessment results will be shared with appropriate stakeholders.

*Adopted: August 27, 2013*

*Stakeholders: President's Cabinet, Faculty Organization (FO), Administrative and Professional Employee Organization (APO), Classified Employee Organization (CEO), Student Government Association(SGA).*



*Recommended Definitions for the SGP Glossary:*

**Academics House:** one of the two houses of the Faculty Senate whose primary task is governing curricular issues.

**Faculty Senate:** Governance body of the Faculty Organization.

**Annual Assessment:** Assessments that occur each fiscal year to measure the degree to which goals are being achieved.

**Assessment Review Team (ART):** A team of individuals tasked with leading the assessment work and reporting in the Five-Year Audit.

**College Functional Areas:** Units in the college that are responsible for a specific operation or function college-wide. These include Academic Affairs, Finance, Human Resources, Student Affairs, Information Technology, and Office of College Advancement.

**College Wide Assessment Committee (CWAC):** A joint committee charged with the primary task of institutional assessment.

**Course Assessment of Student Learning:** Direct assessment of course learning outcomes as stated on the course Form 335.

**Developing a Curriculum (DACUM):** A method for conducting an External Program Review.

**External Program Review:** Solicitation of input from external stakeholders regarding program curriculum.

**Five-Year Audit:** A collective review of all assessment reports that not only include the previous five-years of annual assessment findings and decisions, but also consider data from additional sources and addresses issues of viability, scalability, and sustainability.

**Form 335:** A college form documenting that a course complies with PA Code Title 22 Chapter 335.

**General Education Assessment:** Direct assessment of General Education learning outcomes and core abilities.

**Goal:** An observable and measureable end result to achieve improvement and development.

**Program Assessment of Student Competency Profile:** Direct assessment of program competencies as listed on a program's Academic Program Sheet.

**Program Five-Year Audit:** A faculty review of program needs that are informed by the following: ongoing program assessment of student competency profiles, course assessment of student learning outcomes, analysis of internal resources (i.e. labor, space, equipment, financial, etc.), and the External Program Review results.

**Service Units:** Operational units, within Functional Areas, that are charged with providing services.

**Strategic Review Report:** An annual comprehensive assessment of a Functional Area and its Service Units with the primarily purpose being to align strategic planning and budgeting.



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### The HACC Strategic Plan 2012-2015

[View a pdf of the 2012 - 2015 Strategic Plan here.](#)

#### Goal I: Teaching and Learning Excellence

- Objective 1: Create a comprehensive plan to maximize enrollment
- Objective 2: Improve retention rate
- Objective 3: Improve degree completion utilizing best practices from those colleges involved in the national completion agenda initiative.
- Objective 4: Increase the number of students moving from developmental coursework to degree completion.
- Objective 5: Improve the processes for assessing programs, courses, and student learning.
- Objective 6: Align workforce development offerings with community needs.
- Objective 7: Expand innovative use of technology to improve teaching and learning.

#### Goal II: Organizational Excellence

- Objective 8: Improve collegiality, civility and trust throughout the college.
- Objective 9: Continuously improve the organization structure.
- Objective 10: Evaluate the College's benefit programs to attract and retain talented employees.
- Objective 11: Increase access to and support for professional development and training.

#### Goal III: Operational Excellence

- Objective 12: Improve communication with internal and external stakeholders.
- Objective 13: Adopt best practices in higher education for financial planning and management.
- Objective 14: Enhance Virtual College operations.
- Objective 15: Engage alumni to expand support for HACC.
- Objective 16: Engage various campus development teams to work collaboratively to improve resource development.
- Objective 17: Identify, implement, support and evaluate innovative use of technologies.
- Objective 18: Enhance the College's technology infrastructure.
- Objective 19: Strengthen and improve the College's commitment to sustainability.

#### RELATED LINKS...

- [Facilities](#)
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## Appendix 06



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## Strategic Plan Core Values

### Core Values - "ICE T"

#### Integrity

- We behave in a manner consistent with our core values.
- We are honest, open and truthful in our statements and actions.
- We provide the most accurate information available in all communication.

#### Collegiality

- We work in harmony with one another.
- We respect the shared governance decision-making process.
- We welcome and embrace individuals and groups of varied backgrounds.

#### Excellence

- We set high goals and achieve them.
- We consistently perform above our own and others' expectations.
- We provide exceptional service to all.

#### Trust

- We provide a safe and encouraging environment.
- We are fair and balanced in our interactions with others.
- We respect and support one another despite differences of opinion.

### RELATEDLINKS...

- Facilities
- Finance
- HACC Foundation
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Appendix 07  
Strategic Objectives Assessment Plan Cycle

May 2013

		Lead	Update	Resources	Due Date
<b>GOAL 1</b>	<b>Teaching and Learning Excellence</b>	<b>R. Steinmetz &amp; Provost</b>			
1	Improve services to students.	R. Steinmetz; Strategic Enrollment Management (SEM) committees	* Strategic enrollment plan created and implemented; * Implemented plan to improve customer service; * Created recruitment strategic plan; * Improving telecommunications in Lancaster and Harrisburg; * Using student satisfaction survey results to improve services; * Reduce financial aid bad debt by several strategies	CCSSE and SENSE surveys: \$50,000 annually; Advertising (campus operating budgets)	4/1/2012; Fall 2012; Fall 2013; Fall 2013; Fall 2013; Fall 2013.
2	Prepare students to be successful	David Saterlee	* Piloted enhanced orientation process in Lancaster; * College success course mandated for students in 2+ dev courses; * Early alert software to be implemented.	\$3000/year for Comevo; SP Funding: \$18, 702 - faculty PPAs for faculty training and	Sum 2013; Fall 2013; Spr 2014
3	Improve degree completion utilizing best practices from the national completion agenda.	Provost	Research office studying trends in high enrolled programs		Report Sum 2013
4	Increase the number of students moving from developmental coursework to certificate and degree completion	Developmental Educ Curriculum team	*English faculty presented recommendations; department implementation next year; * Math boot camp pilot; Accelerated curriculum model presented.		Spr 2013; Fall 2013; Fall 2013.
5	Improve the processes for assessing programs, courses, and student learning	College-wide Assessment Committee	* Implement assessment plan for general education; * continue course and program assessment		Spr 2013; Fall 2013.
6	Align workforce development offerings with community needs	M. Rogoff/ S. Biggs			
7	Expand innovative use of technology to improve teaching and learning	Amy Withrow	* Piloted mobile learning project		Spr 2013

<b>GOAL 2 Organizational Excellence</b>		<b>D. Heinle</b>				
8	Improve collegiality, civility and trust throughout the college	Dennis Heinle	* Meeting scheduled with Dennis on 5/XX/13 * HR strategic priorities set; targets and timelines established. * Measure progress, report update			
9	Continuously improve the organization structure	Dennis Heinle				1-Jun-13
10	Improve the College's benefit programs to attract and retain talented employees.	Dennis Heinle				1-Sep-13
11	Increase access to and support for professional development and training	Dennis Heinle				

<b>GOAL 3 Operational Excellence</b>		<b>L. Carter, J. Eberly, B. Messner</b>			
12	Improve communication with internal and external stakeholders.	Megan Kurtz	* Crisis communication plan developed; Integrated marketing and communication plan dev	* Interact contract?	Fall 2012; Spr 2013
13	Adopt best practices in high education for financial planning and management.	John Eberly	* Implement benchmarks for staffing & funding by area; Implement program costing model; * revise sponsorship agreement.	* 	Fall 2014; Fall 2013; Spr 2013
14	Enhance VC Operations	Amy Withrow	* Piloted mobile learning, * website improvements, expanded marketing through military initiative.	* 	
15	Engage alumni to expand support for HACC.	Maureen Hoepfer	* Strategic plan develop and implemented; First year targets for engagement & fundraising set	* 	
16	Engage various campus development teams to work collaboratively to improve resource development.	Hope Harrison	* Campus fundraising priorities set; * case for support developed; * development plan and moves management matrix implemented.		Fall 2012; Spr 2013
17	Identify, implement, support and evaluate innovative use of technologies.	Bob Messner	* Develop IT strategic plan; * adjust organizational structure; * implement IT governance structure		Spr 2013; Fall 2013
18	Enhance the college's technology infrastructure.	Bob Messner			
19	Strengthen and improve the College's commitment to sustainability.	John Eberly and Mike Walsh	* Update campus facilities master plans; Implement sustainability initiatives.	* 	Fall 2013; Spr 2013

# HACC SP - APPLICATION FOR USE OF HACC STRATEGIC PLANNING FUNDS

## INSTRUCTION/INFORMATION SHEET

1. With the approval of a Major Goal Executive, an IP Goal Coordinator or Objective Manager may request funds for a project/purchase from the HACC Strategic Plan Fund by submitting an **Application for Use of HACC Strategic Plan Funds**.
2. To request funds, the applicant must submit the completed and signed Application to the Provost's Office, Campus Square 402, in preparation for review and action by the Cabinet.
3. Projects/purchases must be in direct support of one or more strategic goals outlined in the College's Strategic Plan. In some cases, Cabinet will require more detailed information than this application to justify the expense and ensure sustainability.
4. The following schedule will apply for receipt and review by Cabinet (presentations by applicants may be required):

<b>Application Deadline</b>	<b>Cabinet Meeting</b>
February 15	March
May 15	June
August 15	September
November 15	December

5. The Application **must** contain the signatures of both the applicant and the Major Goal Executive.
6. The Application must contain a Budget Proposal and include quotes when applicable.

# HACC SP - APPLICATION FOR USE OF HACC STRATEGIC PLANNING FUNDS

Date of Application:	3/7/13		
Name and contact info of person(s) submitting this form (email and phone):	James E. Baxter jebaxter@hacc.edu x214279		
Project title:	Middle States – Accreditation Remediation Consulting Services		
IP Goal addressed:			
Amount Requested:			
Proposed purchase/project start date:	February 11, 2013	Expected completion date:	
<p><b>Describe the project or purchase and funding request:</b> (Insert separate page if additional space is needed)</p> <p>In preparation for providing Harrisburg Area Community College with consulting services, a reasonably comprehensive review of documents available on HACC’s website was conducted. The resources found under links to Institutional Research and Institutional Effectiveness received special attention, as well as the resources housed under “Academics” and “Board of Trustees.” Deliberately, the 2012 PRR was read thoroughly and considered prior to reading the MSCHE reviewers’ report. Based on this review, and review of documents provided by Dr. Baxter in response to my query, the following priority services are proposed for this spring 2013 semester (February – May). They are presented as distinct services which, although they are designed to be maximally effective employed in entirety, may be selected individually.</p> <p>During the time period, it is critical to take major steps to satisfy the three requirements stipulated in the reviewers’ report:</p> <ul style="list-style-type: none"> <li>• <i>“The readers <b>require</b> that the College commit to bringing the 2007 Self-Study recommendation to fruition by developing a documented, organized and sustained assessment process for individual courses to evaluate and improve student learning, particularly with regard to general education outcomes. The College should assign responsibility and establish timelines for addressing their shortcomings with regard to the assessment of institutional effectiveness and student learning.</i></li> <li>• <i>The readers <b>require</b> that the College use assessment results to improve student learning and advance the institution.</i></li> <li>• <i>The readers <b>require</b> that the College continue to build a stronger culture of assessment that promotes institutional effectiveness, informs decision-making, and impacts resource allocation.” (Phillips &amp; Perfetti, 2012)</i></li> </ul>			



# HACC SP - APPLICATION FOR USE OF HACC STRATEGIC PLANNING FUNDS

<b>Explain the project's specific goal(s) and objective(s), including a timeline for completion:</b>	
Remove the warning from Middle States	
<b>Provide measurable outcome(s):</b> <i>Example: By (insert date), (insert number) of participants will have (accomplished something or participated in a specific activity) as documented by (insert the type of verification).</i>	
<p><i>Service Components, Stages, or Phases Timeline Service Leadership as Banner Bearer</i>  <i>Total: \$5050 Invoicing Schedule</i>  <i>March: 50% of job: \$2525.00</i>  <i>April: 16.7% of job: \$843 May: 33.3% of job: \$1682</i></p> <p><i>Preliminary: Planning meeting with President and Vice President(s) March 4, 2013</i></p> <p><i>Half-Day Immersion Session with President's Cabinet "Mini-immersion" with Board of Trustees March 5, 2013</i></p> <p><i>Consultation during the conduct of agreed-upon assessment activity March and April 2013</i>  <i>Listening Session to Showcase Work and Outcomes Early-Mid May, 2013 (April may be too early)</i>  <i>Report summarizing assessment activity End of May, 2013</i></p> <p><i>Service Components, Stages, or Phases Timeline Service 2: Spearhead and Mobilize Targeted Non-Academic Areas</i></p> <p><i>\$5950 per Cabinet Area</i>  <i>2 Cabinet Areas = "\$11,900</i></p> <p><i>Invoicing Schedule:</i>  <i>March: 33.3% of job: \$3966.67 April: 33.3% of job: \$3966.67</i>  <i>May: 33.3% of job: \$3966.66</i></p> <p><i>Determination of Targeted Non-Academic Areas for Focused work March 6, 2013</i>  <i>On-site meetings with key stakeholders in identified non-academic areas.</i>  <i>Establish goals/outcomes; create outcome mapping (hierarchy); and unit assessment plans. March 6 – 19, 2013</i></p>	

# HACC SP – APPLICATION FOR USE OF HACC STRATEGIC PLANNING FUNDS

<p><i>Training and kick-off sessions, consultation throughout the conduct of the planned assessment</i></p>	<p><i>March – April, 2013</i></p>
<p><i>Closing the Loop – Using Assessment findings for improvement</i></p>	<p><i>May 2013</i></p>
<p><i>Service Components, Stages, or Phases Timeline</i></p> <p><i>Service 3: Uncovering Success</i></p> <p><i>Stories (Non-Academic Areas) Total Cost: \$1600</i></p> <p><i>Invoicing Schedule:</i></p> <p><i>April: 50% of job: \$800.00 May: 50% of job: \$800.00</i></p>	
<p><i>On-site Focus Groups (half-day)</i></p>	<p><i>April 2013</i></p>
<p><i>Provide report showcasing success stories</i></p>	<p><i>May 2013</i></p>
<p><i>Service Components, Stages, or Phases Timeline</i></p> <p><i>Service 4: HACC's Institutional Assessment Plan (IAP)</i></p> <p><i>("Crystalize and Publish")</i></p> <p><i>Total Cost: \$1600 + \$400 (for writing)</i></p> <p><i>Invoicing Schedule:</i></p> <p><i>March: 50% of job: \$800.00 April: 25% of job: \$400.00 (or \$800 if writing)</i></p> <p><i>May: 25% of job: \$400.00</i></p>	
<p><i>Half-Day Immersion Session –Concept-Mapping and Timelining</i></p>	<p><i>March 19, 2013</i></p>
<p><i>Consultation with report-writers</i></p>	<p><i>April and May, 2013</i></p>
<p><i>Service Components, Stages, or Phases Timeline</i></p> <p><i>Service 5: Showcasing Assessment on the HACC Website</i></p> <p><i>Total Cost: \$2800 Invoicing Schedule:</i></p> <p><i>April: 50% of job: \$1400 May: 50% of job: \$1400</i></p>	
<p><i>Comprehensive Review of assessment areas of HACC website</i></p>	<p><i>February, March 2013</i></p>
<p><i>Meet with stakeholders to brainstorm and plan organizational structure and documentation/information</i></p>	<p><i>April, 2013</i></p>
<p><i>Provide review and consultation throughout the website redevelopment</i></p>	<p><i>April – May 2013</i></p>

# HACC SP - APPLICATION FOR USE OF HACC STRATEGIC PLANNING FUNDS

*Service Components, Stages, or Phases Timeline*

*Service 6: Flow Chart of*

*Assessment Process*

*Total Cost: \$1600 Invoicing Schedule:*

*April: 50% of job: \$800 May: 50% of job: \$800*

*Half-Day Immersion / Focus /Brainstorming Session*

*Late April, early May 2013*

*Publish flow chart based upon new vision*

*May 2013*

*Service Components, Stages, or Phases Timeline*

*Service 7: Facilitation of Board of*

*Trustee Meetings*

*Total Cost: \$1250 Invoicing Schedule:*

*April: 33.3% of job: \$416*

*May: 66.7% of job: \$834*

*Facilitate continuing discussion of self-assessment survey questions distributed online*

*April 2, 2013*

*Facilitate the study of BOT 'important work' responses against benchmarks defined in both by-laws and Middle States Standards.*

*Report back with the completed rubric for further*

*BOT consideration and use in decision-making.*

*May 2013*

*Service Components, Stages, or Phases Timeline*

*Service 8: TK20 Liaison*

*Total Cost: \$5800 Invoicing Schedule:*

*March: 33.3% of job: \$1933 April: 33.3% of job: \$1933 May: 33.3% of job: \$1934*

*Literature Review*

*Initial Pre-implementation*

*Web Conferences*

*March, 2013*

*Ongoing Weekly Web Conferences*

*Web Conferences onboarding Early Adopters (Likely in April, TBD)*

*April 2013*

*Full Day On Site Training*

*TBD*

*Ongoing Weekly Web Conferences*

*May 2013*

**Describe the target population:**

Board of Trustee's

President's Cabinet

Institutional Effectiveness/Assessment in Non-Academic Areas

# HACC SP - APPLICATION FOR USE OF HACC STRATEGIC PLANNING FUNDS

<b>Describe the evaluation strategy for the project:</b>
<b>Applicant(s) signature:</b>
<b>Major Goal Executive signature:</b>

# HACC SP - APPLICATION FOR USE OF HACC STRATEGIC PLANNING FUNDS

<b>Budget Proposal</b> <i>(Please include specific expenses and items to be purchased, etc.)</i>	
<b>Total Request: \$</b>	
<b>a. Staff Personnel</b>	
Salaries Fringe Benefits (50% FT and 9% PT; PT for > 1,000/annually is 19%)	
<b>b. Services (Consultants and Others)</b>	
During the term of this Agreement, HACC will identify projects that will require the assistance of Consultant as described in Proposal for Accreditation Remediation Consulting Services	
<b>c. Materials</b>	
HACC will provide the materials needed for the workshops	
<b>d. Travel</b>	
HACC will pay for hotel stays and reimburse for mileage and meals.	
<b>e. Equipment</b>	
HACC will provide equipment upon request	
<b>f. Supplies</b>	
HACC will provide the supplies needed for the workshops	
<b>g. Other (please specify)</b>	
Ongoing estimated annual cost to sustain the project (explain and describe funding source):	
Potential revenue expected, if any (explain):	

# Appendix 09

Your unit requested a total of \$342,470																
Click cell E2 and select your unit from the dropdown <span style="color: red;">→</span>																
Capital Requests 2012-13																
Priority Order	Description (submit itemized breakdown on separate worksheet if applicable)	Technology Cost	Software Cost	Furniture Cost	Equipment Cost	Building/Wiring/Facilities modification cost	Type (Instruc/Non Instruc)	Total Cost	Upgrade or New	Need (Imp. Rep. Safety)	Need Before 7-1-13	Contact Person	Location	Future Operating Costs for FY 2013-14	Major Goal from Strategic Plan	Purpose
1	Computer Lab (Open)					\$61,000	Instructional	\$ 61,000				Paul Monko IT	Goodling		Current computer lab use based on class use, Goal III, Obj. 17, 18	Open Student computer lab
1	Fiber Optic Cabling	\$110,000					Non-Instruc	\$ 110,000				Paul Monko / IT	All buildings		Network speed, availability, Goal III, Obj. 17, 18	Fiber optic cable installation connecting all buildings
1	Cisco 4404 Wireless Lan Controller (100 AP's)	\$5,500					Non-Instruc	\$ 5,500				Paul Monko / IT	All buildings		Wireless network availability, Goal III, Obj. 17, 18	Controller that connects wireless AP's to the network
1	Security cameras				\$30,000		Non-Instruc	\$ 30,000				Edwin Dominguez/Security	Goodling/Leader		Security, Goal III, Obj. 17, 18	Cameras / cabling in Goodling & Bookstore
2	Welding Lab					\$9,698	Instructional	\$ 9,698				Dr. Margie Mattis/Weld	Goodling		Instruction, Goal I, Obj. 3, 6, 7	room
2	Parts Washer				\$1,800		Instructional	\$ 1,800				Chad Fadely/Auto	Goodling-automotive lab		Instruction, Goal I, Obj. 3, 6, 7	equipment
2	Microscope video camera				\$900		Instructional	\$ 900				Carole Dorsch/Rob Swatski/Biology	Leader-biology lab		Instruction, Goal I, Obj. 3,	Video camera
2	Lab Volt Trainer				\$26,282		Instructional	\$ 26,282				Tracy Smith/Eloc	Goodling-electrical lab		Instruction, Goal I, Obj. 3, 6, 7	Circuit trainer
2	Fuel system test bench				\$976		Instructional	\$ 976				Chad Fadely/Auto	Goodling-automotive lab		Instruction, Goal I, Obj. 3, 6, 7	equipment
2	Fluke 88.5 meters				\$799		Instructional	\$ 799				Chad Fadely/Auto	Goodling-automotive lab		Instruction, Goal I, Obj. 3, 6, 7	equipment
2	Used coats tire maching				\$2,000		Instructional	\$ 2,000				Chad Fadely/Auto	Goodling-automotive lab		Instruction, Goal I, Obj. 3, 6, 7	equipment
2	Coats tire balancer				\$3,200		Instructional	\$ 3,200				Chad Fadely/Auto	Goodling-automotive lab		Instruction, Goal I, Obj. 3, 6, 7	equipment
1	Video Conference System	\$27,000.00					Non-Instruc	\$ 27,000				Paul Monko IT	Cytec Community Room		Goal III, Obj. 17, 18	
3	Keyboard - music				\$3,000		Instructional	\$ 3,000				Genevieve Karki	Cytec Music Room		Instructional, Goal I, Obj. 3	Electronic keyboard
1	IPAD with Retina Display				\$995		Instructional	\$ 995				Laura Wukovitz	Library		Goal I, Obj. 2 & 7. The York Library believes that tablet computers offer a valuable contribution to the learning environment, and would like to offer tablet computers for students, faculty, and staff use. There are innumerable apps available to supplement student's classroom experiences, and the flexible nature of tablets offers faculty a chance to be creative in their instruction. Tablets also offer the ability to improve library programs, offer content in a new format, and the ability to seamlessly provide services outside the confines of the library or a computer lab. We would like to evaluate the two different tablets for their functionality, usability, and compatibility with library materials before selecting a device to request in larger quantities for campus use. After evaluation, these devices will be made available for lending to any HACC students, staff, and faculty.	Instructional Equipment
1	Surface Pro Tablet				\$1,367		Instructional	\$ 1,367				Laura Wukovitz	Library		Goal I, Obj. 2 & 7.	Instructional Equipment
2	200 Amp transfer switch				\$980		Instructional	\$ 980				Tracy Smith/Eloc	Goodling 116		Equipment, Goal I, Obj. 3, 6 & 7	Instructional Equipment
2	200 Am disconnect				\$850		Instructional	\$ 850				Tracy Smith/Eloc	Goodling 116		Equipment, Goal I, Obj. 3, 6 & 7	Instructional Equipment

Capital Requests 2012-13														
2	Metering Ring				\$827	Instructional	\$ 827				Tracy Smith/Eloc	Goodling 116	Equipment, Goal I, Obj. 3, 6 & 7	Instructional Equipment
3	Digital SLR Camera's	\$5,000				Instructional	\$ 5,000				Paul Monko IT	Library and Art Classroom	Instruction, Goal I, Obj. 3, 6, 7	Instructional Equipment for Photography class
1	Walk Off Mats				\$2,367	Non-Instruc	\$ 2,367				Ron Cline/Kathleen Brickner	all building entrance doorways	Goal III, Obj. 19	safety/custodial items
1	Transfer Station				\$10,000	Non-Instruc	\$ 10,000				Ron Cline/Kathleen Brickner	corner of 2130	Goal III, Obj. 13 & 18	transportation-YATA
3	tommy liftgate G2-60-1542-TP42				\$2,335	Non-Instruc	\$ 2,335				Ron Cline/Kathleen Brickner		Goal III, Obj. 19	equipment
3	sheet & panel truck/cart				\$1,501	Non-Instruc	\$ 1,501				Ron Cline/Kathleen Brickner		Goal III, Obj. 19	transport quipment
3	stage guard rails				\$792	Non-Instruc	\$ 792				Ron Cline/Kathleen Brickner		Goal III, Obj. 19	
3	pallet beams and decking for 20 shelves				\$3,972	Non-Instruc	\$ 3,972				Ron Cline/Kathleen Brickner		Goal III, Obj. 19	
3	desk chair				\$829	Non-Instruc	\$ 829				David Satterlee	student affairs deans suite	Goal III, Obj. 19	lumbar support desk chair for SA admin
1	Cisco Phones	\$2,000				Non-Instruc	\$ 2,000				Paul Monko IT	Campus	Goal III, Obj. 17 & 18	Additional phones for maintenance
1	Projector Replacement	\$7,500				Instructional	\$ 7,500				Paul Monko	All buildings	Goal III, Obj. 17 & 18	Replace aging projectors in computerized classrooms
3	Mower				\$9,000.00	Non-Instruc	\$ 9,000				Ron Cline/Kathleen Brickner	Campus	Goal III, Obj. 19	equipment
2	Copier/Vend Print (2)	\$10,000				Non-Instruc	\$ 10,000				Paul Monko	Cytec/Leader	Goal III, Obj. 17 & 18	
							\$ -							
TOTAL		\$ 167,000	\$ -	\$ -	\$ 94,772	\$ 80,698	\$ 342,470							



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- Institutional Effectiveness Plan

- Institutional Effectiveness Flow Charts

- Dashboards

- Curriculum Compliance

- Institutional Research

- Accreditation & Middle States

Locations

Security

Student Consumer Information

Student Profiles

Welcome to HACC's Assessment Showcase



Faculty and staff at HACC work hard to make sure that the College is delivering on its mission. This showcase of our assessment practices provides readers a sense of both the scope and the quality of our commitment to institutional effectiveness. This section provides a snapshot of selected assessment initiatives, and users within HACC's Active Directory domain will be able to access further details at various links throughout the showcase.

For evidence that the institution is currently in compliance with Standard 7 of the Middle States Commission on Higher Education (MSCHE), click on the "Institutional Effectiveness" link.

For evidence that the institution is currently in compliance with MSCHE Standard 12, click on the "General Education" link.

For evidence that the institution is currently in compliance with MSCHE Standard 14, click on the "Student Learning" link.

[Access to HACC's Intranet is restricted to employees and accreditors. Please contact Kim Kelsey to request information related to specific documents in the password-protected areas: krkelsey@hacc.edu.]

RELATEDLINKS...

- Facilities, Finance, HACC Foundation, Human Resources, Sustainability@HACC

Institutional Effectiveness

Assessment processes and practices developed and implemented to evaluate HACC's overall effectiveness in achieving its mission and goals and compliance with accreditation standards.

General Education

HACC's curricula provide students with college-level proficiency in general education and essential skills.

Student Learning

Assessment processes and practices that demonstrate HACC students have knowledge, skills, and competencies consistent with institutional and higher education goals.





Appendix 11

DEPARTMENT	Courses	Programs
Business Studies	ACCT 215	
	BAKE 101	
	BAKE 103	
	BAKE 111	
	BAKE 113	
	BUSI 245	
	ECON 201	
	ECON 202	
	HM 112	
	HM 154	
	HM 203	
	HM 254	
	HRIM 102	
	HRIM 103	
	HRIM 113	
	HRIM 125	
	HRIM 133	
	HRIM 143	
	HRIM 153	
	HRIM 205	
	HRIM 206	
HRIM 207		
HRIM 231		
HRIM 251		
HRIM 291		
MGMT 201		
Communications, Humanities, & Arts	ART 108	
	ART 109	
	ART 114	
	ART 117	
	ART 133	
	ART 143	
	ART 145	
	ART 146	
	ART 147	
	ART 176	
	ART 181	
	ART 182	
	ART 183	
	ART 201	
	COMM 203	
	HIST 101	
	HIST 103	
	HUM 101	
	HUM 201	
	MUS 120	

DEPARTMENT	Courses	Programs
	PHIL 101 PHIL 102 PHIL 200 PHIL 225 SPAN 101 SPAN 102	
Counseling		Pilot of non-cognitive assessment tool to assist students with identifying strategies to improvement.
English	ENGL 003 ENGL 029 ENGL 050 ENGL 051 ENGL 101 ENGL 102 ENGL 201 ENGL 202 ENGL 203 ENGL 204 ENGL 207	
Engineering & Technology	CIS 110	Comprehensive report on CIS Program Degree
		Comprehensive assessment report of the ELOC Program Degree
	CIS 127	
	CIS 140	
	CIS 222	
	CIS 238	
	CIS 241	
	CIS 243	
	CIS 245	
	CIS 247	
	CIS 278	
	ELEC 125	
	ELEC 126	
	ELOC 153	
	ELOC 157	
	ELOC 163	
	ELOC 172	
	GTEC 101	
	GTEC 105	
	GTEC 130	
HVAC 100		
HVAC 104		
HVAC 105		
	DMS 125 DMS 150	

DEPARTMENT	Courses	Programs
Health & Public Service	DMS 225	
	DMS 250	
	RESP 175	
	RESP 181	
	RESP 200	
	RESP 205	
	RESP 240	
	RESP 270	
Library		see Sheet2
Math & Computer Science	MATH 010	
	MATH 020	
	MATH 045	
	MATH 051	
	MATH 121	
	MATH 122	
	MATH 125	
	MATH 220	
	MATH 221	
	MATH 222	
Science	BIOL 101	
	BIOL 102	
	CHEM 102	
	ENVS 201	
	EXSC 102	
	EXSC 202	
	EXSC 203	
	EXSC 206	
	EXSC 208	
	METR 101	
	PHYS 202	
	PHYS 212	
Social Science	ANTH 101	
	CJ 212	
	CJ 240	
	FS 100	
	FS 101	
	FS 107	
	GEOG 201	
	GP 201	
	PSYC 209	
	PSYC 212	
	PSYC 202	
	PSYC 241	
	SOCI 202	
SOCI 203		

## **Rolling Program Assessment Deadlines**

All Program Plans and Reports will be due to the College Wide Assessment Committee the 2<sup>nd</sup> Friday of each month.

### **August**

Architectural Technology  
Architectural Technology  
Architecture  
Art & Design  
Communications  
Diagnostic Medical Sonography  
Fine Arts  
Graphic Design  
Graphic Design  
Humanities, Languages, and the Arts  
Humanities, Languages, and the Arts-Education  
Philosophy  
Photography/Visual Arts  
Photography  
Photography  
Radiologic Technology (College-Based)  
Radiologic Technology (Hospital-Based)  
Respiratory Therapist  
Theatre Arts-Performing Arts

### **September**

ABC Carpentry  
ABC Electrical  
ABC HVAC  
ABC Plumbinng  
Building Construction Technology  
Building Construction Technology  
Construction Codes and Safety Science  
Construction Estimating  
Construction Field Supervision  
Construction Project Management  
Engineering  
HVAC  
HVAC  
HVAC  
Home and Building Remodeling  
Home and Building Remodeling  
Home and Building Remodeling

IEC Apprenticeship Training  
Kinsley Carpentry Apprenticeship  
United Brotherhood of Carpenters  
Woodworking: Cabinetmaking and Architectural Millwork Technology

## **October**

Baking & Pastry Arts  
Culinary Arts  
Culinary Arts  
Culinary Arts-Catering  
Dental Assistant  
Dental Hygiene  
Enology & Viticulture Technology  
Enology & Viticulture Technology  
Gerontology  
Gerontology  
Hospitality Management  
Hotel and Lodging Management  
Massage Therapy  
Psychology  
Social Sciences  
Social Sciences-Education

## **November**

Alternative Energy  
Alternative Energy-PV Solar  
Biology  
Biology Education  
Chemistry  
Civil Technology  
Civil Technology  
Civil Technology  
Electrical Technology  
Electrical Technology  
Electrical Technology  
Electronic Engineering technology  
Electronic Technology  
Environmental Associate  
Environmental Science  
Environmental Specialist  
Fire Science Technology  
Fire Science Technology  
Physical Science  
Physical Science-Education

Police Science  
Police Science

## **December**

Cardiology Technician  
Cardiovascular Technology-Cardiac Sonography  
Cardiovascular Technology-Invasive Cardiovascular Technology  
Carpentry Technology  
EMS  
EMT-Basic  
Health Science  
Mechanical Technology  
Medical Coding Specialist  
Medical Insurance Billing  
Nuclear Medicine Technology  
Nurse Aid  
Nursing  
Paramedic-EMT  
Paramedic-EMT  
Personal Care Home Administrators Training  
Pharmacy Technician  
Phlebotomy Technician  
Practical Nursing  
Pre-Chiropractic  
Pre-Dietetics  
Senior Health Care, Workplace assistant

## **January**

Accounting  
Administrative Office Specialist  
Administrative Office Specialist  
Auctioneering  
Banking & Financial Services  
Banking & Financial Services  
Business Administration  
Business Management  
Business Studies  
Geospatial Technology  
Geospatial Technology  
Geospatial Technology  
Health Care Management  
Human Services  
Human Services  
Municipal Police Academy

Music Industry  
Music technology and Marketing

## **February**

Automotive Technology  
Automotive Technology  
Automotive Technology-GM ASEP  
Criminal Justice  
Marketing  
Marketing, Real Estate  
Mechanical Engineering Technology  
Mechatronics  
Mechatronics  
Mechatronics  
Nanofabrication Manufacturing  
Ornamental Horticulture  
Ornamental Horticulture  
Paralegal Studies  
Paralegal Studies  
Professional Bookkeeping  
Welding  
Welding Technology

## **March**

Child Development Associate  
Early Childhood Care and Education  
Early Care & Education  
Early Childhood-Elementary Education  
General Studies  
Honors Studies  
International Studies  
Medical Assisting  
Medical Assisting  
Medical Laboratory Tech/Clinical Lab Tech  
Medical Laboratory Tech/Clinical Lab Tech  
Physical Education-Exercise Science  
Restaurant and Food Service Management  
Restaurant and Food Service Management  
Social Services  
Travel & Tourism  
Travel & Tourism

## **April**

Computer Information Security  
Computer Information Systems  
Computer Information Systems  
Computer Information Systems-Software Specialist  
Computer Networking Technology  
Computer Networking Technology  
Computer Repair Technology  
Computer Repair Technology  
Mathematics  
Mathematics-Computer Science  
Mathematics-Education  
Surgical Technology  
Surgical Technology  
Technology Studies  
Technology Studies  
Web Development and Design  
Web Development and Design



# Appendix 13

## Division Structure and Proposed Workload

Department	AA/EM	David Satterlee, Interim Dean of AS			
		General Studies	2012-13		
	Heather Burns	Honors Studies	2016-17	HONS	
Department	Business Studies	Michelle Myers, Department Chair			Comments
Discipline		Program	Due Date	Courses	
<i>Business Management</i>		Accounting	2013-14	ACCT	External Audit (ACBSP) due: 2017-18; Certificate Inactivated for Fall 13 DACUM Completed 6/26/12 & 7/10/12  External Audit (ACBSP) due: 2017-18 External Audit (ACBSP) due: 2017-18 External Audit (ACBSP) due: 2017-18  External Audit (ACBSP) due: 2017-18; DACUM Completed 11/11; Report received. External Audit (ACBSP) due: 2017-18
	C. Capple	Auctioneering	2018-19	AUCT	
		Banking & Financial	2013-14	BANK	
		Business Admin Tsfr	2015-16	FIN	
		Business Management	2015-16		
		Business Studies	2012-13		
		Healthcare Management	2014-15	MGMT	
		Marketing; General & Real Estate	2016-17	MKTG	
	C. Knisely	Music Industry/Music Audio & Recording Tech Dip	2014-15		
	L. Letcavage M. Myers	Ornamental Horticulture	2012-13	HORT	
		Professional Bookkeeping	2014-15		
<i>Hospitality &amp; Tourism</i>		Baking & Pastry Arts	2011-12	BAKE	DACUM Scheduled: 4/5/13 & 4/12/13 - Needs rescheduled. External Audit (ACF) due: DACUM Conducted: 4/19/13 & 4/26/13. Report due.  External Audit (ACBSP) due: 2017-18 DACUM Scheduled: 3/22/13 & 3/27/13 DACUM Scheduled: 3/22/13 & 3/27/13 External Audit (ACBSP) due: 2017-18 External Audit (ACBSP) due: 2017-18 External Audit (ACBSP) due: 2017-18 DACUM Scheduled: 3/22/13 & 3/27/13
		Culinary Arts, Catering	2012-13	HRIM	
		Enology & Viticulture Tech	2017-18	ENVI	
		Hospitality Management	2012-13	HRIM	
		Hotel Lodging Mgmt	2012-13	HM	
		Restaurant, Food Serv Mgmt Travel and Tourism	2012-13 2012-13	HRIM TOUR	
<i>Paralegal</i>		Paralegal Studies	2013-14	PLGL	Interim Report submitted 2010. Self Study 11/2013. Approved by the ABA until 8/2014. Modified DACUM conducted on 10/9/12.
Department	Engineering & Technology	Kazim Dharsi, Department Chair			
Discipline		Program	Due Date	Courses	
<i>Computer Tech</i>		Administrative Office Management	2016-17	AOS	DACUM Completed 11/11; Report recv'd 6/25/13  DACUM Conducted: 2/1/13 & 2/8/13; Report Needed DACUM Completed 3/1/13 & 3/8/13. Report needed. DACUM held 4/12; Report recv'd 6/25/13
	K. Pace-Meck	Computer Info Security Tsfr	2014-15	CISE	
		Computer Info Systems	2017-18	CIS	
	Doug Brown	Computer Networking Technology	2012-13	CNT, CTEC	
	E. Van Blargan & C. Petersheim	Web Development & Design	2017-18	WEB	
<i>Engineering</i>		Architecture Technology	2012-13	ARCH	DACUM conducted 9/28 & 10/12/12; Report Needed.  Modified DACUM conducted on 11/13/12. Report Needed.
		Alternative Energy	2015-16	GREEN	
		Bldg Construction Technology	2012-13	BLDC	
	J. Ovcharovichova	Civil Technology	2012-13	CVTE	
	B. Forney	Computer Repair Technology	2015-16	CAD	
	K. Dharsi	Estimating, Field Supv, Proj Mgt	2013-14		

Division Structure and Proposed Workload

	B. Forney	Electrical Engr Technology	2014-15	ELEC	New Fall 13 Diploma due 2015-16
	K. Ketelsleger	Electronic Technology	2014-15	MDRF	
	K. Ketelsleger	Engineering	2012-13	ENGR	
	K. Ketelsleger	Structural Engineering Tech	2017-18	SET	
	N. Ernst	Geospatial Technology	2014-15	GIS	
	K. Ketelsleger	Mechanical Engineering Tech	2014-15	GTEC	
	K. Ketelsleger	Mechanical Technology	2014-15	MDES	
	B. Forney	Nanofabrication Mfg Tech	2013-14	NFAB	
<b>Industrial Tech</b>		Assoc Bldrs Contractors Training	2014-15	ABC	External NATEF Due:
	J. Gieniec & M. Salisbury	Automotive Tech, GM--Auto	2012-13	AUTO, GM	
		Carpentry Dip	2017-18	CARP	Curriculum revised for Fall 13 effective date. Audit Report Due.  Diploma new Fall 13
	Rick Orange	Electrical Technology	2015-16	ELOC	
		Fire Science Technology	2012-13	FIRE	
	Ed Burns	Heat, Vent, Air Cond	2015-16	HVAC	
		Home Bldg & Remodel	2016-17	HBR	
		Indep Elec Contrac	2013-14	IEC	
		IMT/Mechatronics	2015-16	IMT	
		Kinsley Carpentry	2012-13	KCA	
		Technology Studies	2012-13		
		United Brothers Contractors	2013-14	UBC	
	J. Ganoë	Welding Technology	2012-13	WELD	

Division Structure and Proposed Workload

Department	Math & Computer Science	Vacancy			
Discipline		Program	Due Date	Courses	
Mathematics		Math, Math Education	2014-15	MATH	
Computer Science		Math, Computer Science	2012-13	CPS	DACUM Conducted 2/5/13; Report Due
Department	Science	Amy Kusmiesz, Department Chair			
Discipline		Program	Due Date	Courses	
Phys Sciences		Chemistry	2008-09	CHEM	
		Physical Sciences	2014-15	Astr, Metr	
		Physical Science-Education	2014-15	Geol, Phys	
Biology & Environmental	T. Allen	Biology	2016-17	BIO, BTC	DACUM completed 1/12 - Report needed. BIOL Educ Inactivated Fall 113
	C. Bittinger	Environmental Science & Specialist	2013-14	ENVS, ENSP	Environmental Associate Inactivated Fall 13
Phys Education	D. Morris	Physical Education, Exer Science	2013-14	EXSC, PE	
		Pre-Dietetics	2014-15	NUTR, Hlth	
Department	Health & Public Service	Curtis Aumiller, Interim Department Chair			
Discipline		Program	Due Date	Courses	
Allied Health					
	Vacant	CVT: Invasive; Cardiac Sonography	2011-12	CVT	External Audit (CAAHEP) due: 2015
	D. Nickey (DA)	Dental Assisting	2014-15	DA	External Audit (CODA of ADA) due: 2013
	D. Traaen (DH)	Dental Hygiene	2014-15	DH	External Audit (CODA of ADA) due: 2014
	J. Imboden	Diagnostic Med Sonography	2013-14	DMS	External Audit (CAAHEP) due: 2013
	K. Sicher & A. Fazzolari	Gerontology	2015-16	GERT	
	C. Queitzsch	Allied Health		AH	Diploma due 2014-15
	B. Leidich	Health Sciences	2014-15		
	J. Bacon	Medical Assisting	2015-16	MA	Modified Program Audit Due: 2015-16
	G. Laughman	Medical Lab Technology	2013-14	MLT	External Audit (CAAHEP) due: 2022
	C. Goodlive	Nuclear Medicine Technology	2015-16		External Audit: (NAACLS) due: 2018
	C. Davis	Paramedic, EMT	2014-15	EMS	External Audit (JRCNMT) due: 2016-17
	A. Lundvall	Phlebotomy Technician	2015-16	PBT	External Audit (CAAHEP) due: 2016
	B. Leidich	Pre-Chiropractic	2015-16		
	R. Schoener	Rad Tech: College	2014-15	RADT	External Audit (JRCERT) due: 2018 (College)
	C. Aumiller	Respiratory Therapist	2014-15	RESP	External Audit (CoARC) due: 2014
	K. Sicher & A. Fazzolari	Senior Health Care Workplace Asst	2014-15		
	A. Kennedy	Surgical Technology	2012-13	SURG	External Audit (CAAHEP) due: 2017
Education	C. Nicotera	EC-Elementary Education Tsfr	2015-16	EDUC	CDA due: 2013-14
		Early Care & Education, CDA	2016-17		
Human Services	W. Bratina	Human Services, Social Services	2014-15	HUMS, SOSC	External Audit (CSHSE): 2017
Nursing	R. Rebuck	Nursing, Practical Nursing	2015-16	NURS	External Audits (NLN/NLAC) due: 2019
Department	Social Science	Kathy Doherty, Department Chair			
Discipline		Program	Due Date	Courses	
		International Studies	2011-12	ANTH, HIST, GP	

Division Structure and Proposed Workload

		Social Sciences Education Social Sciences	2012-13 2012-13	SOCI GEOG, ECON	
<i>Psychology</i>		Psychology	2014-15	PSYC	
<i>Criminal Justice</i>	A. Barton	Criminal Justice Criminal Justice (PASSHE) Police Sci	2014-15 2017-18 2014-15	CJ CJ	New Fall 13
<b>Department</b>	<b>Communication, Humanities, &amp; the Arts</b>	<b>Will Guntrum, Department Chair</b>			
<b>Discipline</b>		<b>Program</b>	<b>Due Date</b>	<b>Courses</b>	
<i>Art</i>	M. Talebi R. Talbott	Art & Design, Fine Arts Graphic Design Photography	2014-15 2015-16 2014-15	ART	DACUM completed 2/19/13 & 2/26/13; Report Needed
<i>Communication</i>	C. Wilson/Laura Davis	Communication	2016-17	COMM	
<i>Humanities</i>		Humanities, Lang, & Arts, Education Philosophy	2008-09 2016-17	HUM, MUS PHIL	
<i>Performing Arts</i>		Theatre & Performing Arts	2014-15	THTR	

## Goal: Improve Course Availability College-wide at HACC

**Measurable Outcome: The student satisfaction rate will be improved for course availability from 17.3% dissatisfied in Fall 2012 to 15.3% dissatisfied in Fall 2014.**

Objective	Action Items	Lead	Deadline	Status
1. Enhance availability of classes at campuses	1.a. Utilize video technology to offer courses at multiple campuses with the same instructor at the same time.	Provost	Spring 2015	
	1.b. Cross reference courses required for a major and ensure that overlap of the same day and time is reduced to the lowest level possible.	Tim Dolin, Department Chairs, and Academic Affairs Deans	Documentation - January 2014, Implementation - Fall 2014	
	1.c. Create an easy to follow list, by campus, of when courses are offered (Fall, Spring, Summer). Distribute to all advisors.	David Satterlee	February 2014	
	1.d. Ensure that "core" and developmental courses are sufficiently available at each campus	Margie Mattis	Fall 2014	
	1.e. Review the terms in which courses are offered based upon major to ensure proper alignment with 2-year degree completion.	Tim Dolin and Department Chairs	Fall 2014	
2. Improve program alignment of courses and program/course modalities with student needs	2.a. Review the most common majors by campus and the alignment with course availability to complete a program at said campus.	Tim Dolin and Department Chairs	Fall 2014	

	2.b. Consider "block scheduling" a group of courses needed for a particular major and parts of term.	Margie Mattis and Caroline Mellinger	Spring 2015	
	2.c. Analyze programs that should be offered on all campuses versus those that may need to be a hybrid (multiple campuses including virtual) and ensure programs are efficiently distributed through campuses (reduce competing programs if there is insufficient student interest)	Tim Dolin and Department Chairs	Documentation - January 2014, Implementation - Fall 2014	
	2.d. Explore providing comprehensive programs in which students are given their schedule of classes and can complete it in a specified period of time. (Example: Finish your business degree in 18 months on weekends)	Provost	Spring 2015	
	2.e. Expand virtual campus complete degree programs based upon student need.	Amy Withrow and Caroline Mellinger	Fall 2014	
3. Create enhanced systems for faculty availability to teach courses	3.a. Review and enhance the faculty course qualification process to be able to quickly respond to needs in the schedule.	Tim Dolin	May 2014	

## Academic Affairs Reorganization Timeline

<b>Date</b>	<b>Action</b>
March 30, 2012	The College-wide Efficiency Task Force completes its recommendations and charges all College, faculty, staff and employees to begin implementation and restructuring on the unit level.
April 5, 2012	Open Forums were held at the faculty in-service to discuss the reorganization of the Academic Affairs department.
April 5, 2012	The first meeting of the Academic Affairs Efficiency Task Force (AAEFT) was held.
April 11, 2012	Faculty members on AAEFT met to discuss the faculty's perspective.
April 11, 2012	The second meeting of AAEFT was held.
April 12 and 16, 2012	Faculty held open forums to discuss the reorganization of academic affairs.
April 12, 2012	Faculty Senate Academic Affairs cost-cutting suggestions survey was sent out.
April 18 and 23, 2012	The President of the Faculty organization met with the Provost to discuss results from the open forums and the need for implementation of sub-committees to determine the future of paid professional assignments, role descriptions of administrators and department chairs and department structure.
April 30, 2012	Special meeting called of the Faculty Organization to discuss the academic affairs reorganization.
May 1, 2012	Faculty completed a survey regarding department structure.
May 1 -21, 2012	Subcommittees of AAETF met to determine recommendations.
May 14 – June 1, 2012	AAEFT subcommittees made recommendations to the Provost and Faculty Senate.
June 9, 2012	Faculty Senate Cabinet retreat makes further recommendations regarding the academic affairs department structure.
June 1-30, 2012	Meetings continued relative to the academic affairs reorganization. The Provost recommended a Two-School Model. Academic dean reductions and restructuring. Current dean positions eliminated and new positions hired
June 18, 2012	Announcement of the new structure for the Virtual 2.0.
July 1, 2012	Library reduction and restructuring and new positions hired. Part-time executive director hired who is also responsible for a campus library. Dean of Academic Affairs administration was consolidated with an additional shared position with Student Affairs.
July 2, 2012	Interim Provost begins role in Academic Affairs.
July 18, 2012	Academic Council Retreat occurred, in which role descriptions were reviewed.
July-August 2012	Interim Provost traveled to each of the campuses to meet one-on-one with the deans. Interim Provost also met with the President of the Faculty. Organization to discuss faculty involvement in the reorganization process.
Aug. 8, 2012	Academic Council met and revised the role descriptions and formed groups to work on case studies.

## Academic Affairs Reorganization Timeline

Date	Action
	Faculty organization is charged with department re-alignment.
Aug. 23, 2012	Department chair meeting was held, with a focus of the meeting being for the Interim Provost to listen and learn to find out what the needs are for the departments.
Aug. 29, 2012	Academic Council met to take another look at the case studies and take the footnotes at the bottom and place into a category in time for the Sept. 5, 2012 meeting.
Aug. 29, 2012	Academics House was charged with making final faculty recommendation regarding the department structure. Faculty Senate was charged with making modifications to Academic Council's role description documents.
September – October 2012	Interim Provost traveled to each campus to meet with the department chairs one-on-one.
Sept. 13, 2012	Department chair meeting is held. Interim Provost received emails thanking him for the best and most productive meeting the department chairs have had in many years.
Sept. 24, 2012	Department chairs met with Academics House.
Oct. 1, 2012	Interim Provost gave the original charge to the disciplines and departments.
Oct. 1, 2012	Faculty Senate makes recommendations to the role descriptions.
Nov. 6, 2012	Interim Provost presented to Cabinet the functional Academic Affairs concept as an alternative to the Two School Model.
Nov. 7, 2012	Faculty Organization meeting was held and discussed the recommendation of the Academics House regarding department structure.
Nov. 9, 2012	Faculty Senate approved Academics House recommendations regarding department structure and forwarded that recommendation to the Interim Provost.
Nov. 14, 2012	Academic Council meeting and Dean's meeting were held.
Nov. 28, 2012	Academic Council meeting and Dean's meeting were held. At the meetings, the reorganization and possibility of department chairs reporting to the Provost were discussed.
Dec. 12, 2012	Academic Council meeting and Dean's meeting were held. Deans met without Interim Provost to discuss the reorganization and pull together their ideas to present to the Interim Provost.
Jan. 9, 2013	Department chair meeting was held. The agenda was to discuss assessment. The Interim Provost charged each of the department chairs to present to him what they need for their department to get the assessment work done. Each department chair was to fill out the strategic plan form to show what their department needs for assessment.
Jan. 11, 2013	Dean Retreat was held for the deans to present to the Interim Provost their idea for the academic affairs reorganization.
Jan. 16, 2013	Dean Retreat was held to start the diagram for the organizational chart.
Jan. 23, 2013	The deans presented to the full Academic Council their organizational



## Academic Affairs Reorganization Timeline

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<b>Date</b>	<b>Action</b>
	chart based on the role descriptions.
Jan. 29, 2013	The deans met with the President to present their work on the academic affairs organizational chart based on the role descriptions.
Feb. 4, 2013	The deans met to start their work on completing the final documents for the campus forums the week of March 4.
Feb. 12, 2013	The deans met to finalize all the documents that will be presented at the campus forums the week of March 4.
Feb. 28, 2013	The roll-out will become live on the website.

## **Reorganization Frequently Asked Questions**

### **1. Why is academic affairs reorganizing?**

- a. The Modern Think survey and follow-up reorganization committees in 2010-11 identified the need for the College to improve upon previous reorganization efforts.
- b. Dr. Ski launched reviews of all units at the College and commissioned an efficiency task force in the spring of 2012 to improve HACC functioning.
- c. Other areas of the College have already been reorganized or are implementing reorganization as a result of the above. Academic affairs started its process in late spring and the effort has now reached a conclusion.
- d. Gaps in program innovation and assessment of student learning were surfacing under the prior structure.
- e. The Middle States warning underscored the need for us to finish the work required for us to create an academic affairs structure aligned with College strategic planning and institutional effectiveness goals.

### **2. What principles guided the academic affairs reorganization?**

- a. Putting “Curriculum First” and emphasizing working towards a common purpose to enhance academic offerings College-wide.
- b. The previous model of “two hat” deans (campus and curriculum) was not meeting the College’s collective needs from academic affairs.
- c. Faculty oversight of the curriculum should be codified.
- d. The role and authority of department chairs should be expanded and codified to bring decision-making closer to the individual faculty member level.
- e. Applying the principles agreed upon in the spring 2012 efficiency task force to academic affairs.
- f. Applying a distributive leadership or matrix management model to academic affairs.

### **3. How has the process of creating the new academic affairs structure been collaborative?**

- a. The structure is a direct result of a process that began in March 2012 with the academic affairs efficiency task force and was followed by the Faculty Senate Cabinet retreat, the provost’s one-on-one meetings with all department chairs, the group department chair meetings, department chair interactions with the Faculty Senate, surveys of the faculty and deliberations and recommendations of the Faculty Senate, and, finally, a recommendation from the deans and Academic Council.
- b. The role descriptions for department chairs, campus academic deans and the associate provost are a direct result of task force subcommittees formed in April 2012, whose results were given first to Academic Council and then to the Faculty Senate. The role descriptions are taken from the final document from the Faculty Senate, who was engaged in the process throughout.

- c. Everyone's input, from the faculty to the President's Cabinet and subsequently endorsed by the President, was heard. Academic Council considered all this input when finalizing the reorganization plan.

**4. Is there a reason we are implementing a reorganization now before allowing the new provost to weigh in on the structure?**

- a. Current faculty and administration know what the College requires to move forward, while a new provost may not immediately have this knowledge. In addition, assessment of this new structure will be the purview of the new provost and if changes are required, he or she will lead those decisions.
- b. The college's Middle States warning has created urgency around implementing improvements in the immediate term.

**5. What are the benefits of this new structure and how will it be better than what we have now?**

- a. This structure puts our curriculum first by employing a functional concept that starts with needs analysis, strategic planning around the curriculum and assessment. The curriculum then flows through the departments and is deployed through the campuses and virtual learning unit with assistance provided by library services and student academic support to successfully serve our students.
- b. The new structure places assessment front and center in academic affairs and addresses institutional effectiveness weaknesses in the unit identified in the Middle States warning.
- c. The old structure was more campus-based and unfortunately encouraged competition among the campuses. The new structure addresses this problem.
- d. Departments will now have budgets, built within the provost's office, for College-wide needs. Department chairs will no longer need to go hat in hand to six or seven sources for money for College-wide activities.
- e. The new structure will better ensure consistency in our curriculum across the College with strengthened department chairs focusing on the curriculum without multiple layers of bureaucracy to work through. Students will experience a more streamlined and thoughtful approach to curriculum across the campuses.
- f. The new structure represents a new, flatter collaborative management philosophy, allowing faculty to have a stronger voice in academic affairs administration. A layer of administration that used to exist is now gone, thereby eliminating unproductive redundancies.
- g. The new structure will result in more appropriate distribution of faculty service workloads, particularly those who were in smaller departments and stretched particularly thin. This will allow faculty more time to be with our students.
- h. The new structure allows for curricular teams to be formed as needed around institutional and curricular priorities (e.g. developmental education) without locking those into the structure. This will allow the College to adapt to changing needs and foster cross-discipline collaboration.
- i. The new structure still preserves individual discipline identity and voice through the expected deployment of discipline leads in all departments.

- j. We recognized that the problems with academic affairs could not be solved by a change in structure alone. The proposed model uses both structure and function coupled with a more inclusive approach to the curriculum to achieve a curriculum-centric model.

**6. Originally, a two-school curriculum dean model was proposed. The new structure no longer has schools or divisions and instead has departments and an associate provost. Meanwhile, there are curriculum teams. What is the rationale for these changes and please explain how this will work in practice?**

- a. Through open forums, email and conversations with faculty, it became clear that the faculty did not embrace the two-school dean model. Further study of the role descriptions led to the removal of redundancies between the department chairs and the campus deans. Removing those redundancies made it difficult to see the value of the two school deans.
- b. Faculty consistently expressed a desire for departments to have a direct, single line to the provost's office. In addition, department chairs expressed the need for a "chair of chairs" position. This led to the creation of the associate provost position. The associate provost will serve as a single point of contact for department chairs on curricular issues and budgeting and ensure that the "Curriculum First" philosophy of the new organizational structure will be carried out. Providing department chairs with a direct line to the provost's office allows departments to tap directly into institutional research and assessment support without moving through multiple silos. The associate provost would help streamline the process by which departments initiate new programs and conduct the necessary research to support those efforts. The associate provost, working in partnership with department chairs and faculty, will coordinate the College's efforts to maintain compliance with Middle States standards 12 and 14 on assessment.
- c. Departments are the core academic units at the College. However, establishing departments by structure without considering function does not create the collaborative environment to support an interdisciplinary curriculum that supports student learning. Strategic goals and institutional priorities will necessitate collaboration among departments on certain areas. Curricular teams will be created as needed to allow for this inter-departmental cooperation around strategic goals.

**7. Why are we moving forward now with an interim associate provost instead of searching for a permanent associate provost?**

- a. There is an immediate need to fill this position to help facilitate the transition to the new departments and organizational structure. In the process, we need someone who is aware of the College's reorganization efforts and goals and can provide continuity into the new structure.
- b. Hiring the department chairs is also the higher priority right now in terms of initiating searches.
- c. It is appropriate for the new provost to be part of the selection of a permanent associate provost.

- 8. I see that the new structure has only 10 departments (eight academic plus the library and counseling) instead of the 22 that was endorsed by the Academics House in the fall. What was the rationale to still go ahead and consolidate departments even after the Academics House vote?**
- a. This was not an easy decision. However, having 22 core academic units in the new structure was deemed to be too many by the President's Cabinet and Academic Council in reviewing structure and function in academic affairs moving forward.
  - b. First, the current system includes a number of small departments with relatively few full-time faculty to complete departmental work and help ensure College-wide consistency. It was clear that this situation was stretching the faculty involved too thinly and overwhelming them with demands for department representation on committees, adjunct faculty evaluations, syllabus review, student learning assessment and other duties.
  - c. There has to be a manageable reporting structure now that the two schools deans were replaced by one associate provost. Consolidating departments thus allows for the associate provost to be used to maximum advantage by programs and faculty.
  - d. The Academics House vote demonstrated that faculty had strong attachments to their departments and disciplines and did not want that diluted. Maintaining those identities was a clear priority. Matching this faculty preference with the need to consolidate departments led to an Academic Council decision that an even smaller number of departments than proposed at the summer Faculty Senate retreat was the best option.
  - e. Eight academic departments achieve the following goals:
    1. Having departments with a critical mass of faculty, grouped by similarities in academic offerings.
    2. Having departments large enough for disciplines to maintain a unique identity within those departments.
    3. Creating a manageable curricular team of department chairs for the associate provost.
  - f. In the absence of divisions, larger departments ensure that collaboration among faculty in different disciplines would still occur. Too many small departments have a higher risk of siloing faculty and constraining inter-departmental collaboration. Such collaboration is needed to foster program innovation and effective assessment of student learning and general education outcomes.
  - g. Members of Academic Council researched other community colleges in the commonwealth and across the country to inventory various academic affairs structures. That research showed that a range of organizational structures are utilized and confirmed that HACC's new structure is in line with that range.
- 9. I see that four disciplines (education, paralegal studies, economics and history) have been moved to departments with which they did not have a prior divisional or departmental affiliation. What is the rationale for not keeping these departments in the new social sciences department?**
- a. **Education**—Our education programs are now newly accredited and require a program director. In addition, these programs require field placements and records of student clearances. These facts make education more like our health career programs in terms of

management than our social science programs. Collaboration with those health career fields could be of immediate benefit to education.

- b. **Paralegal Studies**—Like education, this program is accredited, but does not have the required placement and clearance needs, making its management less like the health careers. While there have been no issues with this discipline’s pairing with criminal justice in the current legal studies department, there are several factors that make its move to business studies a positive one. First, despite the breadth of its programs and number of majors, the business studies department is relatively understaffed. It needs the critical mass of faculty mentioned above to be as effective as possible. Meanwhile, the business disciplines are also accredited (without required placement and clearances), like paralegal studies. Bringing paralegal studies into the fold with other accredited career-focused programs is thus a match that allows for multiple practical collaborations among disciplines and expands this department’s membership in a logical way. Additionally, a review of the department affiliations of other American Bar Association (ABA)-accredited paralegal studies programs in the commonwealth and region reveals that placement in business-related departments is most common.
- c. **Economics**—Moving this discipline to the business studies department is a result of the centrality of economics to our business programs. No other majors populate more seats in economics classes than our business programs. Program assessment for the business programs specifically requires linkage to outcomes in economics in a more direct way than program assessment in the social sciences. As mentioned above with paralegal studies, the addition of economics allows for an enlarged business studies department in a logical way. A review of department affiliations of economics at other regional institutions reveals that placement of the discipline in business-related departments is not uncommon.
- d. **History**—History as a discipline has its historical or intellectual home in the humanities. A wide number of colleges and universities throughout the nation, including community colleges, place history in a humanities or a “letters” affiliated department. History is a narrative of our past based on an interpretative study of historical sources (both primary and secondary); history as discipline is more shaped by the questions concerning the present than rooted in difficult to discover notions of historical truth or fact. What follows is that history is at root a scholarly pursuit where more attention is paid to analytical, critical and/or reflective interpretation than the experimental and quantitative methodology more associated with the natural and social sciences.

**10. I see that all department chair positions will be posted and filled through a competitive application process. What is the rationale for filling these positions in this way?**

- a. The department chair position has been fundamentally changed from what it has been at HACC. While still classified as a faculty member, the department chair will have administrative responsibilities and expectations. As a new position, the need for a formal application process is viewed as appropriate and also consistent with how the College went about filling the campus dean positions over the summer.

- b. Because the department chair role is new, a formal search process allows for chair applicants and the College to thoughtfully assess mutual fit for a position with no history at the institution. The departments are now the central unit of academic affairs at HACC moving forward and finding the right people to lead them is critical.
- c. Recruitment for the chairs will begin with an internal search to give current faculty the first opportunity to fill the department chair roles.

**11. Can department chairs leave the position and return to the faculty ranks? If so, what are the conditions under which that could happen?**

Yes, an option for department chairs to leave the role is possible. It is recognized that a faculty member may not wish to be department chair for the rest of his or her career at HACC. Meanwhile, we do not necessarily want to lose an otherwise strong faculty member in the event that he or she is not fulfilling the department chair responsibilities as required. College procedures for placing tenured and tenure-track faculty changing positions will govern the faculty member's potential transition back to faculty ranks.

**12. What is the release time for department chairs?**

- a. Department chairs will be granted 80 percent release time during the academic year.
- b. Department chairs will be twelve-month positions and work 37.5 hours a week from a campus location. No teaching will be required as part of load in the summer.

**13. Where will department chairs be housed?**

- a. Department chairs could be physically situated on any HACC campus.
- b. It is desired that department chairs be disbursed across multiple HACC campuses, although no quota will exist.

**14. What will be the impact of the reorganization on classified staff in academic affairs?**

- a. It is recognized that every person in academic affairs is vital to the College.
- b. There are no layoffs planned with this reorganization.
- c. There may be a need to transition current employees to new roles to ensure adequate administrative support is provided to all roles in the academic affairs structure.

**15. Will there be assistant chairs and/or campus assistants in the new structure?**

- a. We anticipate that all eight academic departments will need additional faculty members to assist the department chair in fulfilling all of the departmental work. In most cases, we envision discipline leads (e.g. biology, psychology, hospitality and program directors in accredited programs) will be identified within departments. Some departments may also include a functional lead (e.g. coordinating adjunct evaluation or coordinating peer review). The exact structure of each department will be determined as a result of discussions among the department chair, department faculty and the associate provost. It is important to note that these leads will report to the department chair and fulfill departmental needs.

- b. It is envisioned that some leads within departments would receive release time or a PPA and that some will serve in that role for College service (with such service being that faculty member's prime service commitment). That determination will be made as a result of discussions with the department chair and associate provost.

**16. Will this reorganization be assessed?**

- a. Assessment of this reorganization will be a high priority and will be immediate and ongoing.
- b. Further details on the assessment plan will be shared shortly.

**17. How is the counseling department impacted?**

- a. The counseling department remains a part of the student affairs and enrollment management division and faculty at each campus will continue to report directly to the campus counseling/advising director or student affairs and enrollment management dean as in the past.
- b. The College-wide leadership for counseling through the dean of student and academic success position created in July 2012 (reporting 50 percent to the provost and 50 percent to the vice president of student affairs and enrollment management) was maintained to ensure formal representation and voice in the academic affairs structure.

**18. Will the library department and counseling department each retain a chair?**

- a. Yes, a chair position for the library department and the counseling department has been retained and enhanced.
- b. These positions are modeled on the teaching department chair but will be unique to the library department and the counseling department in a number of ways due to the different organizational structure and role of faculty within those departments.
- c. To distinguish these positions and the job duties from the revised department chair position for the eight newly-formed departments, the working title of "faculty chair of the library department" and "faculty chair of the counseling department" will be employed with release time for the faculty chairs at 30 percent of a twelve-month position.



## Online Teaching and Course Design Suitability Rubric

Instructor's Name/Date:

Course Name:

## Course Introduction and Information

Standard to be Met	Points Possible	Points Awarded	Comments
A forum is provided for students and instructor to introduce themselves to one another.	1	<input type="text"/>	<input type="text"/>
The instructor has provided (or linked to) materials/assignments to help students orientate to the technology of the CMS.	1	<input type="text"/>	<input type="text"/>
Instructions on how (1) and where (2) to receive technical assistance are readily available and easy to understand.	2	<input type="text"/>	<input type="text"/>
Information regarding other academic resources is clearly visible or linked to those sites: online tutoring (1) and library (2).	2	<input type="text"/>	<input type="text"/>

## Learning Content/Assessments

Standard to be Met	Points Possible	Points Awarded	Comments
The course is complete (not under construction).*	10	<input type="text"/>	<input type="text"/>
Instructor-created course content and materials are of sufficient breadth and depth.**	10	<input type="text"/>	<input type="text"/>
Assignment expectations (2), rubrics (2), and/or models (2) of quality assignments are provided.	6	<input type="text"/>	<input type="text"/>
The types of assessments are appropriate for the online learning environment (1) and encourage academic honesty (2).	2	<input type="text"/>	<input type="text"/>
Course materials (5) and assessments (5) are clearly related to the course learning outcomes.**	10	<input type="text"/>	<input type="text"/>
Due dates (5) and instructions for submission of assignments (5) are clearly stated.	10	<input type="text"/>	<input type="text"/>

## Organization

Standard to be Met	Points Possible	Points Awarded	Comments
The course materials meet online best practices for design/organization.*** A. The course materials and modules are well-organized (5). B. The course materials and/or modules are consistent in appearance (5). C. The course materials and/or modules are easy to navigate (5).	15	<input type="text"/>	<input type="text"/>

## Interaction

Standard to be Met	Points Possible	Points Awarded	Comments
Course guidelines provide information as to the amount of time a student can expect a response to or clarification of a question (1), feedback on assignments (2), posted grades (3), and participation points (4).	4	<input type="text"/>	<input type="text"/>
Course activities and assignments promote student-instructor interaction (5) and student-to-student interaction (5).	10	<input type="text"/>	<input type="text"/>

\*Must be 7 or higher. Definition: A complete course has the bulk of learning material in place and ready for student according to department chair or designee.

\*\*Must be 7 or higher.

\*\*\*Must be 12 or higher.

**Course Technology, Innovation, and Accessibility**

Standard to be Met	Points Possible	Points Awarded	Comments
The course uses appropriate formatting to maximize readability: font (1), color (2).	2	<input type="text"/>	<input type="text"/>
Course materials are in web-friendly formats (1) and can easily be adapted to meet the needs of students with disabilities (4).	5	<input type="text"/>	<input type="text"/>
The course takes advantage of the technology available within the course management system (10):** <input type="checkbox"/> Asynchronous Discussions <input type="checkbox"/> Calendar <input type="checkbox"/> Dropbox <input type="checkbox"/> Email <input type="checkbox"/> Checklists <input type="checkbox"/> Learning Modules <input type="checkbox"/> News/Announcements <input type="checkbox"/> Quizzes/Assessments <input type="checkbox"/> Self-Assessments <input type="checkbox"/> Surveys	10	<input type="text"/>	<input type="text"/>

**Extra Credit (Added to the Total Score out of 100)**

Standard to be Met	Points Possible	Points Awarded	Comments
The course takes advantage of other technology available for the use of online education (10): <input type="checkbox"/> E-Portfolio <input type="checkbox"/> Graphics/Photos <input type="checkbox"/> Interactive Lessons/Games <input type="checkbox"/> Podcasts <input type="checkbox"/> PowerPoint Presentations <input type="checkbox"/> Synchronous Chat Room <input type="checkbox"/> Screen Captures <input type="checkbox"/> Video <input type="checkbox"/> Web-Conferencing <input type="checkbox"/> Use of Blogs/Wikis	10	<input type="text"/>	<input type="text"/>

\*\*Must be 7 or higher.

Score without Extra Credit

Extra Credit Awarded

Total Score\*

Comment

\*Total Score Must Equal 80 or greater



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- About Virtual, Online Degrees, Programs and Partnerships, Next Steps Towards Online Learning, Current Students, Online Faculty, Contact Virtual

eVolution Academy



Virtual Learning is proud to announce some key revisions to our online training at Harrisburg Area Community College. This training is designed to serve faculty who wish to teach web-enhanced, blended, and online delivery. This replaces Online Learning Academy.

Fall 2013 Schedule

eVolution Academy will run twice during Fall 2013. eVolution Studio will follow for those who successfully complete academy.

September 9th - October 6th, October 21st - November 17th

Class Schedules: (Advanced)

Fall 2013 [dropdown] [Go]

Get Class/Login Info:

[input] [Find]

Enter CRN

Table with 2 columns: eVolution Academy and eVolution Studio. eVolution Academy description: ...is a four week online class, taught via an iBook and the Desire2Learn (D2L) platform. eVolution Studio description: ...can be taken upon successful completion of eVolution Academy. This "lab" is designed for those who want to teach for HACC in our current course management system, Desire2Learn (D2L).

To register, go to http://www.hacc.edu/FacultyandStaffDevelopment/Events/PGD.cfm. Virtual Learning will reserve 5 seats for high need areas, but the rest of the seats will be on a first come, first served basis.

For additional information, contact Cindy Schanke at cmschank@hacc.edu or (717) 270-6367 Ext: 416367. If sections fill, email Amy Withrow at aswithro@hacc.edu to express your interest in such training.

Thank you. We look forward to meeting your online pedagogy and training needs.



# HACC Assessment Record

Department/Campus:

Gettysburg Campus

Unit:

NA

<b>Assessment Start Date:</b>	January 2013	
<b>Goal:</b> <i>(Campus, department or unit)</i>	All Adams County and Hanover High Schools can participate in the Early College Academy program to provide high school students the ability to earn college credit and college readiness skills during their senior year.	
<b>Objective:</b> <i>(Measurable)</i>	Promote the Early College Academy program to Adams County and Hanover school district superintendents & principals and seek support for the program.	
<b>Alignment to Strategic Plan:</b>  <b>Gettysburg Campus Goal Alignment to Strategic Plan Matrix</b>	SP Goal I: Teaching and Learning Excellence Objective 1: Create a comprehensive plan to maximize enrollment Objective 3: Improve degree completion utilizing best practices from those colleges involved in the national completion agenda initiative SP Goal III: Operational Excellence Objective 16: Engage various campus development teams to work collaboratively to improve resource development	
<b>Sources of Evidence to be used:</b> <i>(Measures that would point to achievement of goal/objective. Examples: databases, focus group feedback, surveys. See p. 10 of Guide.)</i>	<ul style="list-style-type: none"> <li>• Outreach to superintendents</li> <li>• Outreach to principals</li> <li>• Outreach to guidance counselors</li> <li>• HS promotion of program</li> <li>• Participation rates in Early College Academy Program</li> </ul>	
<b>Type of Assessment :</b>	Performance-Evaluating	
<ul style="list-style-type: none"> <li>• <b>Information-Gathering</b> <i>(needs assessments, inventories, establishing baselines)</i></li> <li>• <b>Performance Evaluating</b> <i>(How well are we doing? Have we improved?)</i></li> </ul>		
<b>IF ASSESSMENT IS PERFORMANCE-EVALUATING:</b>		
*Benchmarks and Performance Targets are critical when	<b>Benchmarks or Standards</b> (See pp. 11 – 13 of Guide)	<b>Performance Target</b> (See pp. 13 – 17 of Guide)
	1. Dept. outreach to superintendents	Minimum Score of 2 on each trait

<p>evaluating performance. They may or may not be as critical when gathering information, although a rubric may be developed to organize categories under consideration.</p>	<ol style="list-style-type: none"> <li>2. Dept. outreach to principals</li> <li>3. Dept. outreach to guidance offices</li> <li>4. High-school promotion of program</li> <li>5. Student participation rates</li> </ol>	<p>defined in the assessment rubric.</p>
<p><b>Findings:</b> <i>(What did we learn from this assessment? What did the evidence say?)</i></p>	<p>Our outreach efforts to the school districts were very successful. We achieved a minimum score of 2 for each district. The high school promotion of the program to junior students and ultimately student enrollment did not meet our performance target individually by school district or as a whole. There is still an opportunity for students to enroll in the program. We will continue to do outreach through the remainder of the summer to generate additional enrollments. In interviewing the guidance counselors regarding their outreach efforts we learned a number of things:</p> <ul style="list-style-type: none"> <li>• Fairfield high school would not allow students to count the credit as dual credit fulfilling h.s. requirements. Students must count the credit as an elective.</li> <li>• Smaller school districts (Littlestown &amp; Fairfield) where there were not as many CHS or upper level courses available for students, had greater participation.</li> <li>• Biglerville High School had limited participation because of cost – partnerships with York College and Clarion are cheaper.</li> <li>• Outreach efforts to parents need to be refined. Suggestion was to begin promoting the program to freshman parents and students so that it is part of the 4 year academic plan.</li> <li>• Factors such as cost and other options (AP courses &amp; scheduling limitations) impacted student enrollment decisions.</li> </ul>	
<p><b>Decision-Making:</b> <i>(What changes of practice are indicated? What budget priorities are established? What accomplishments should be celebrated and showcased?)</i></p>	<p>-Expansion of scholarship &amp; financial assistance opportunities are critical.          -Follow up with Fairfield School District administration to discuss barriers to counting the credit for dual enrollment.</p> <p>ACCOMPLISHMENTS TO CELEBRATE:</p> <ul style="list-style-type: none"> <li>• All of the outreach efforts created stronger relationships with the school districts.</li> <li>• Last year the pilot program enrolled 9 students. To date 21 students are enrolled for fall 2013, totaling a 133% increase in enrollment.</li> </ul>	
<p><b>Assessment Closing Date:</b></p>	<p>June 30, 2013</p>	
<p><b>Notes:</b></p>		

# HACC Assessment Record

Department/Campus:

Finance and Resource Management

Unit:

Facilities

<b>Assessment Start Date:</b>	January 2011	
<b>Goal:</b> <i>(Campus, department or unit)</i>	Goal 1: HACC Infrastructure will be effectively maintained and managed to meet current and emerging institutional needs.	
<b>Objective:</b> <i>(Measurable)</i>	Utilities and Energy Consumption: The Facilities area of each campus will continue to meter, evaluate, and address the utilities consumption for each building independently while proactively optimizing initiatives to keep operating costs as low as possible through energy conservation methods.	
<b>Alignment to Strategic Plan:</b>  <b>Finance Alignment to Strategic Plan Matrix</b>	<b>Goal III: Operational Excellence</b> <b>Objective 13:</b> Adopt best practices in higher education for financial planning and management. <ul style="list-style-type: none"> <li>Adopt appropriate financial ratios to monitor financial stability.</li> </ul> <b>Objective 17:</b> Identify, implement, support, and evaluate innovative use of technologies. <b>Objective 19:</b> Strengthen and improve the College's commitment to sustainability.	
<b>Sources of Evidence to be used:</b> <i>(Measures that would point to achievement of goal/objective. Examples: databases, focus group feedback, surveys. See p. 10 of Guide.)</i>	Building-specific utility meter reports, providing <ul style="list-style-type: none"> <li>Monthly average utility use per square footage data (kilowatt per hour per square foot matrix)</li> </ul>	
<b>Type of Assessment :</b> <ul style="list-style-type: none"> <li><b>Information– Gathering</b> <i>(needs assessments, inventories, establishing baselines)</i></li> <li><b>Performance–Evaluating</b> <i>(How well are we doing? Have we improved?)</i></li> </ul>	Performance Evaluating	
<b>IF ASSESSMENT IS PERFORMANCE-EVALUATING:</b>		
*Benchmarks and Performance Targets are critical when evaluating performance. They may or may not be as critical when gathering information, although a rubric may be developed to organize categories under consideration.	<b>Benchmarks or Standards</b> (See pp. 11 – 13 of Guide)	<b>Performance Target</b> (See pp. 13 – 17 of Guide)
	Historical Trends Benchmarks	<=\$2 per square foot

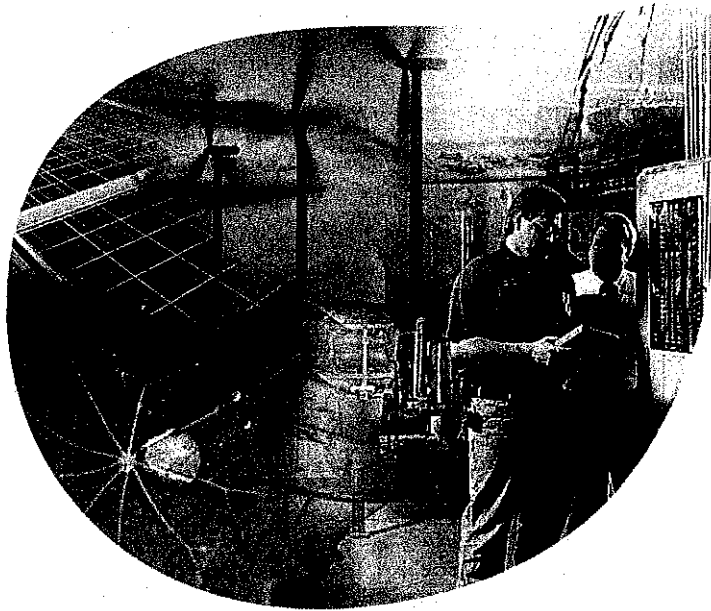
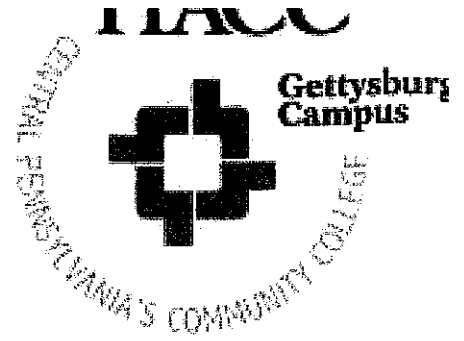
<p><b>Findings:</b> <i>(What did we learn from this assessment? What did the evidence say?)</i></p>	<p>Select Medical, Blocker Hall, and the Pollock Child Care Center on the Harrisburg campus were consuming energy at rates &gt;+\$2 per square foot. Other buildings/facilities were showing more efficient energy consumption.</p> <p>See attachments.</p>
<p><b>Decision-Making:</b> <i>(What changes of practice are indicated? What budget priorities are established? What accomplishments should be celebrated and showcased?)</i></p>	<p>Updating the HVAC systems on the above-mentioned campus buildings became budgeting and infrastructure priorities. HVAC systems for these facilities were replaced, resulting in average monthly costs reduced to &lt;=\$2 per square foot. This translates to an improvement in the energy consumption rate of 40% - 50%.</p>
<p><b>Assessment Closing Date:</b></p>	<p>May 30, 2013</p>
<p><b>Notes:</b></p>	

**2013**

# Johnson Controls

## A Preliminary Building

### Energy Audit



Prepared For:

HACC - GETTYSBURG

Ron Cline

*June, 11 2013*

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June 11, 2013

HACC - GETTYSBURG  
731 Old Harrisburg  
Gettysburg, PA 17325

**Re: Gettysburg**

Dear Mr. Cline:

It is a privilege to work with your personnel to create an energy savings program for your facility that supports the objectives of your organization.

Thank you for giving Johnson Controls, Inc. the opportunity to evaluate potential energy and operational savings at Gettysburg. Your assistance with the introductions, utility data gathering, and building survey is greatly appreciated.

This document includes the preliminary results of our Level 1 building energy audit. As previously discussed, the objectives of the preliminary analysis were to:

- Complete a building survey to understand current building energy usage
- Develop a 12 month cost baseline
- Identify energy and operational saving potential and budget costs

The results are yielding a savings potential of between \$5,000 and \$7,000 annually. By maximizing the use of existing systems and implementing a proactive preventive maintenance program, these savings can be achieved with a minimum capital investment.

Thank you again for this opportunity to evaluate your building(s). I look forward to your response. If you have any questions or need any additional information please do not hesitate to contact me at.

Respectfully,

Paul Savino, Account Manager  
Michelle Lenig, Account Manager  
Don Marangoni, Sales Manager  
Rick Berrios, Energy Engineer

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# EXECUTIVE SUMMARY

## Background

On February 11, 2013, Johnson Controls, Inc. (JCI) provided a proposal outlining a process to quantify energy use at the Gettysburg, and provide an assessment of energy improvement measures that would reduce energy use and energy cost on an annual basis. JCI was provided the notice to proceed with the initial benchmark (Building Level 1 Audit) on March 11, 2013. This report is the result of the benchmark study completed between March 11, 2013 and May 31, 2013. Specific objectives of the preliminary analysis were identified as follows:

- Complete building survey to include mechanical, lighting, and utility systems
- Develop a 12 month operating cost baseline to include electric, gas, water, and repairs
- Review implementation of roof top unit to water source heat pump HVAC conversion
- Quantify total savings potential and budget program costs
- Base year for the analysis is February, 2012 to Jan, 2013.

## Current Situation

The Gettysburg facility totals 75,000 SqFt of heated and cooled space. The mechanical systems age vary due to recent renovations. There is a mixture of rooftop units (RTU) and geothermal heatpumps which condition the spaces. A few of the RTU's have been replaced due to age.

The annual Fossil Fuel cost is \$7,455. The base building Fossil Fuel loads include Heating and Base Loads.

The annual Electricity cost is \$118,463. The base building Electricity loads include Motors, Base Cooling, Weather Sensitive Cooling, Electric Heat, Misc Loads, Lighting.

The facility is currently operating at \$1.68 per SqFt for electric and other energy sources. These costs compare favorably with the average based on industry standards for this type of building in Gettysburg, PA. The facility spends

- \$12.70 CF/ Sq. Ft. for Fossil Fuel
- \$14.4 KWH/ Sq. Ft. for Electricity

The favorable benchmark is a result of an ongoing facility and energy improvement by Ron Cline and his team.

## Benchmark

We have benchmarked your facility against similar buildings from CBECS 2003 Building uses. The results from comparing Gettysburg with the benchmark of colleges in the Middle Atlantic region are shown below:

Resources	Electricity(kBtu/SqFt)	Fossil Fuel (Cf/SqFt)	kBtu/SqFt	\$/sq. ft.
Gettysburg(Current)	14.4	12.7	61.7	1.68
Average	13.6	40.1	96.5	1.36

The benchmarking date reflects a slightly higher energy use in electricity and lower fuel consumption with an overall energy use index (EUI) of 61.7 kBTU/SqFt. This is probably a reflection of the geothermal heat pumps. Cost per sq.ft. is slightly higher than the average.

## Preliminary Financial Analysis and Recommendations

Based on the preliminary analysis,

Savings Potential: **\$5,000 - \$7,000 annually.**

Budget Investment: **\$25,000 - \$35,000**

Simple Payback: **5-7 years**

### Proposed Facility Improvement Measures

- Adjust Operating Schedules
- Implement and confirm setup and setback temperatures are operating correctly
- Establish common Occupied/Unoccupied setpoints
- Implement and confirm optimum start and stop are operating correctly
- Optimize existing AHU's control algorithm
- Implement and confirm Economizers are operating correctly
- IT Network Device Energy Management
- Develop and implement an Energy Policy
- Vending Misers
- Implement an Energy Focused Service Agreement

We also reviewed the conversion of the remaining roof top units to a geothermal water source heat pump HVAC system. At this time, we recommend continuing on the roof top unit replacement with higher efficiency models and not investing in a total HVAC system upgrade. Based on your current favorable benchmark the initial capital investment aimed at energy reduction would not provide a feasible return on your investment.

## Recommendation

The next step of the process is to review this report in detail collectively, and determine which energy improvement measures are a HACC priority and should be pursued additionally. JCI on the approval of HACC would provide a proposal outlining the details of the next study and implementation costs. This proposal will include the following scope of work:

- Detailed energy calculations on any energy improvement measure included
- Development of sequence changes within the control system
- Labor and Materials required for economizers, and control modifications
- Measurement and Validation plan
- Total investment, savings, and ROI

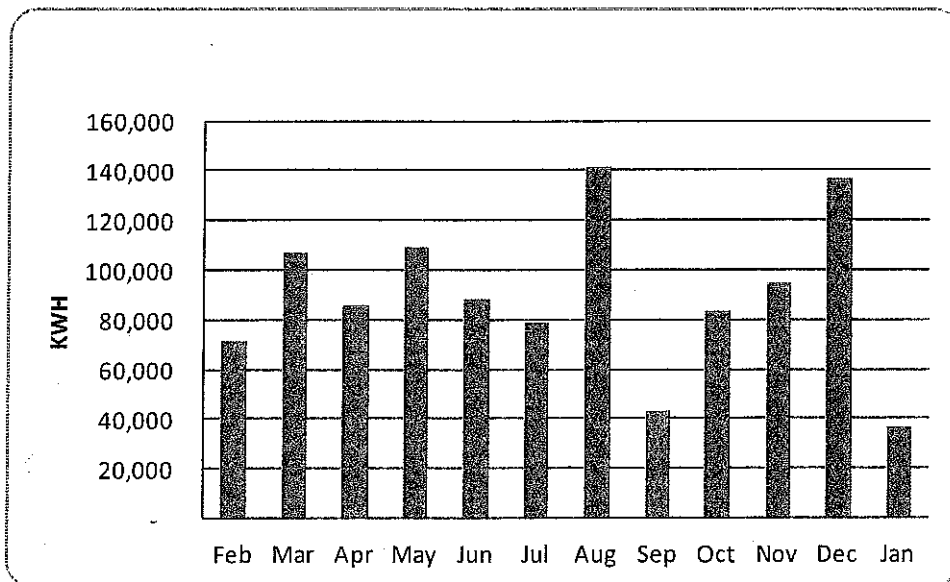
# BASE YEAR CONSUMPTION REPORT

## Building Profile

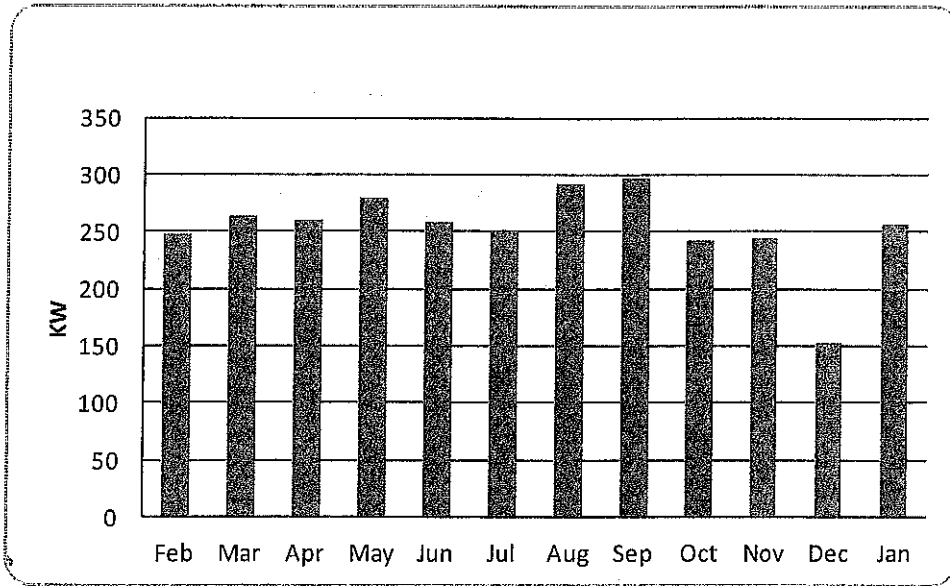
The building profile and base year included in this analysis is referenced below:

	Gettysburg
Year Evaluated	02/12 - 01/13
Weather Station	Harrisburg
Gross Area	75,000 SqFt
Conditioned Area	75,000 SqFt

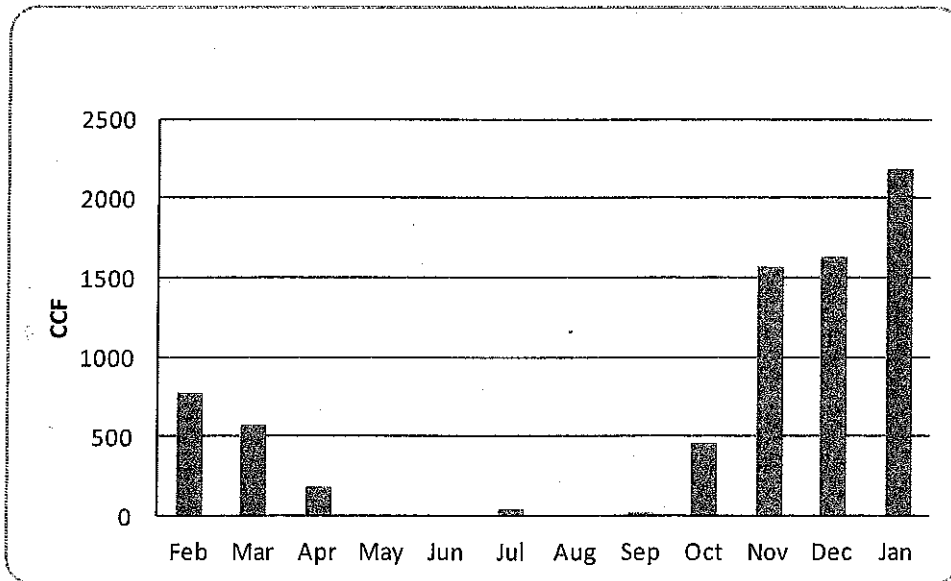
Graph 1. Electrical KWH profile data used in the analysis



Graph 2. Electrical KW profile used in the analysis

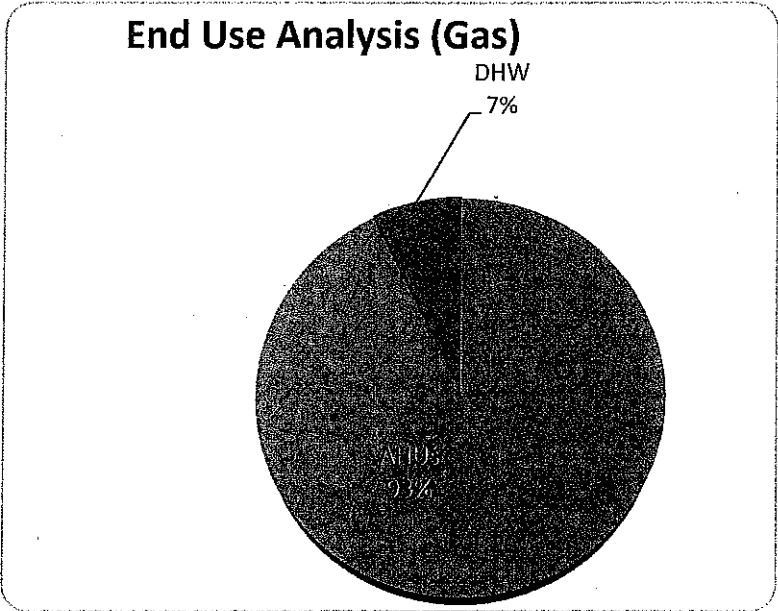
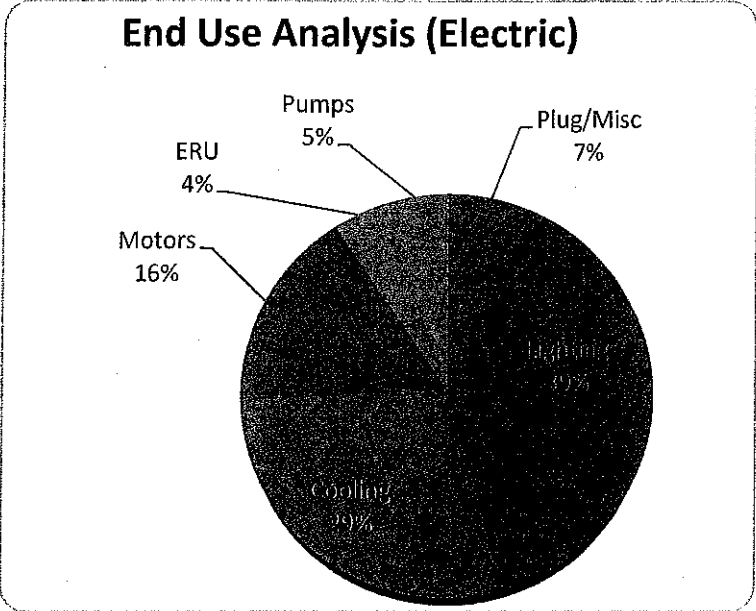


Graph 3. Fuel profile used in the analysis



# END USE ANALYSIS

Having established the overall energy usage of the facility by fuel type, a preliminary end used analysis was performed to approximate how and where the energy use is being used in the building. The chart below illustrates the estimated energy use.





## ENVIRONMENTAL IMPACT

In addition to providing significant utility savings and capital improvements for Gettysburg the reduced energy consumption will yield a favorable environmental impact in the form of reduced atmospheric discharge. This project has the potential to provide a Greenhouse Gas (GHG) Emissions reduction of No Savings tons of CO2.

The Project's reduced emissions would be equivalent to:







CO2 Sequestered by	<b>1,553</b>	tree seedlings grown for 10 years in an urban scenario	
CO2 Sequestered by	<b>13</b>	acres of pine or fir forests	
CO2 Sequestered by	<b>12</b>	passenger vehicles.	
CO2 Sequestered by	<b>141</b>	barrels of oil consumed.	
CO2 emissions from the energy use of	<b>5</b>	homes for one year.	
CO2 emissions from burning	<b>Less than 1</b>	coal railcars.	

Figure 1. Emission savings equivalences

**Source:**

All carbon equivalencies extracted directly from the EPA website. "Greenhouse gas Equivalencies calculator". Clean Agency. U.S. Environmental Protection agency. <[www.epa.gov/cleanenergy/energy-resources/calculator.html](http://www.epa.gov/cleanenergy/energy-resources/calculator.html)> (Aug 6, 2008)

# HACC Assessment Record

Department/Campus:

York Campus

Unit:

NA

<b>Assessment Start Date:</b>	November 5, 2012
<b>Goal:</b> <i>(Campus, department or unit)</i>	Goal 1: Campus Master Planning-The campus community will identify and evaluate future needs for facilities, academic programs, staffing, and services based on projected student enrollment growth, financial resources, and the college's mission to direct the further development of York Campus operations through 2016.
<b>Objective:</b> <i>(Measurable)</i>	Objective 2: Campus staff, faculty and students, along with a select group of employers will provide information through surveys and information-gathering sessions for the purpose of collecting a broad range of opinions to inform master planning decisions.
<b>Alignment to Strategic Plan:</b>  <b>Campus-to-College SP Alignment Matrix</b>	<p>SP Goal I: Teaching and Learning Excellence</p> <ul style="list-style-type: none"> <li>Objective 3: Improve degree completion utilizing best practices from those colleges involved in the national completion agenda initiative.</li> <li>Objective 7: Expand innovative use of technology to improve teaching and learning</li> </ul> <p>SP Goal II: Organizational Excellence</p> <ul style="list-style-type: none"> <li>Objective 9: Continuously improve the organization structure</li> </ul> <p>SP Goal III: Operational Excellence</p> <ul style="list-style-type: none"> <li>Objective 13: Adopt best practices in higher education for financial planning and management.</li> <li>Objective 16: Engage various campus development teams to work collaboratively to improve resource development.</li> <li>Objective 19: Strengthen and improve the College's commitment to sustainability.</li> </ul>
<b>Sources of Evidence to be used:</b> <i>(Measures that would point to achievement of goal/objective. Examples: databases, focus group feedback, surveys. See p. 10 of Guide.)</i>	<ul style="list-style-type: none"> <li>Economic impact study,</li> <li>PA demographics reports,</li> <li>2006 and 2010 master plans,</li> <li>business plan for the Leader purchase,</li> <li>WIB data,</li> <li>student enrollment data,</li> <li>York County Economic Alliance</li> <li>community and economic profiles</li> </ul>
<b>Type of Assessment :</b>	Information-Gathering to Inform Decision-Making

<ul style="list-style-type: none"> <li>• <b>Information– Gathering</b> (<i>needs assessments, inventories, establishing baselines</i>)</li> <li>• <b>Performance–Evaluating</b> (<i>How well are we doing? Have we improved?</i>)</li> </ul>		
<b>IF ASSESSMENT IS PERFORMANCE-EVALUATING:</b>		
<p>*Benchmarks and Performance Targets are critical when evaluating performance. They may or may not be as critical when gathering information, although a rubric may be developed to organize categories under consideration.</p>	<p><b>Benchmarks or Standards</b> (See pp. 11 – 13 of Guide)</p> <ol style="list-style-type: none"> <li>1) Campus staff participation (Classified, APO)</li> <li>2) Faculty participation (FT/Adj)</li> <li>3) Students participation</li> <li>4) Employers/community partner participation</li> <li>5) Advisory committee participation</li> <li>6) Total number of responses</li> </ol>	<p><b>Performance Target</b> (See pp. 13 – 17 of Guide)</p> <ol style="list-style-type: none"> <li>1) Campus staff will participate in surveys and information-gathering sessions at 30% response rate</li> <li>2) Faculty will participate at a 20% response rate</li> <li>3) Students will participate at a 10% response rate</li> <li>4) Fifteen employers/community partners will participate in the information gathering process</li> <li>5) Advisory committee members will participate at a 50% response rate</li> <li>6) Total of 350 responses</li> </ol>
<p><b>Findings:</b> (<i>What did we learn from this assessment? What did the evidence say?</i>)</p>	<ol style="list-style-type: none"> <li>1) Student feedback indicates the following priorities: <ul style="list-style-type: none"> <li>▪ Expansion of food/beverage service offerings</li> <li>▪ More parking and improve the quality of the lots</li> <li>▪ Expand/add outside spaces for students</li> <li>▪ Childcare is still a concern</li> <li>▪ Expand study/lounge space</li> </ul> </li> <li>2) Students indicated that they were able to do the following at HACC York: <ul style="list-style-type: none"> <li>▪ 91%-take the gen ed courses At HACC York they needed</li> <li>▪ 85%-enroll in a program offered at HACC York</li> <li>▪ 75%- enroll in the courses they needed</li> <li>▪ 72%-schedule at the days and times they preferred</li> </ul> </li> <li>3) Additional programs are needed to meet the needs of the students and the community.</li> <li>4) Students interested in STEM careers are needed in York County</li> <li>5) Facility expansion is needed through 2016 for: <ul style="list-style-type: none"> <li>▪ Faculty offices</li> </ul> </li> </ol>	

	<ul style="list-style-type: none"> <li>▪ Expanded library</li> <li>▪ Expanded learning center</li> <li>▪ Additional multipurpose space</li> <li>▪ More parking spaces</li> </ul> <p>6) Physical plant needs include:</p> <ul style="list-style-type: none"> <li>▪ Improved signage for all buildings</li> <li>▪ Road repair needed for Pennsylvania Avenue</li> <li>▪ Outside space for students</li> </ul>
<p><b>Decision-Making:</b> <i>(What changes of practice are indicated? What budget priorities are established? What accomplishments should be celebrated and showcased?)</i></p>	<p>The master plan will be presented to College leadership in the coming months. The following recommendations will be made:</p> <ul style="list-style-type: none"> <li>▪ Capture space in the Leader Building for offices, a multipurpose room and a student commons</li> <li>▪ Create a welding lab and expand space for automotive</li> <li>▪ Consider the addition of new programs through a data-driven assessment and scan</li> <li>▪ Build a picnic shelter and add a new deck</li> <li>▪ Move the learning center to a larger space</li> <li>▪ Expand the library into room 119</li> </ul>
<p><b>Assessment Closing Date:</b></p>	<p>June 10, 2013</p>
<p><b>Notes:</b></p>	

# HACC Assessment Record

Department/Campus:

Human Resources

Unit/Lead:

Benefits and Wellness

<b>Assessment Start Date:</b>	January 2012	
<b>Goal:</b> <i>(Campus, Department or unit)</i>	HR Goal 1: To create a safe working environment in which employees feel valued, well-suited to their jobs and supported by competitive and equitable salary and benefits.	
<b>Objective:</b> <i>(Measurable)</i>	<ol style="list-style-type: none"> <li>1. Benchmark HACC benefits programs against other similar employers to ensure the college's benefits are competitive in order to attract and retain talented, high-performing employees.</li> <li>2. Administer the benefits programs by working closely with third party administrators and benefit vendors to ensure they are providing high quality benefits services to our employees.</li> </ol>	
<b>Alignment to Strategic Plan:</b>  <b>HR-to-Strategic Plan Matrix</b>	<p><b>Goal II: Organizational Excellence</b> Objective 10: Evaluate the College's benefit programs to attract and retain talented employees.</p> <p><b>Goal III: Operational Excellence</b> Objective 13: Adopt best practices in higher education for financial planning and management.</p>	
<b>Sources of Evidence to be used:</b> <i>(Measures that would point to achievement of goal/objective. Examples: databases, focus group feedback, surveys. See p. 10 of Guide.)</i>	<ul style="list-style-type: none"> <li>• College-Wide Employee Benefits Satisfaction Survey</li> <li>• Comprehensive review of existing benefit structure and processes</li> <li>• Interviews and consultations with College Compensation Advisory Committee (CCAC)</li> <li>• 3-part benefit deduction audit/reconciliation (payroll deductions, insurance carrier, benefit system)</li> <li>• Data analysis – previous plans (ongoing – quarterly)</li> <li>• Market research – alternate plan analysis from 41 like colleges/universities</li> </ul>	
<b>Type of Assessment :</b>	Performance-Evaluating	
<ul style="list-style-type: none"> <li>• <b>Information– Gathering</b> <i>(needs assessments, inventories, establishing baselines)</i></li> <li>• <b>Performance–Evaluating</b> <i>(How well are we doing? Have we improved?)</i></li> </ul>		
<b>IF ASSESSMENT IS PERFORMANCE-EVALUATING:</b>		
*Benchmarks and Performance Targets are critical when evaluating	<b>Benchmarks or Standards</b> (See pp. 11 – 13 of Guide)	<b>Performance Target</b> (See pp. 13 – 17 of Guide)

<p>performance. They may or may not be as critical when gathering information, although a rubric may be developed to organize categories under consideration.</p>	<ul style="list-style-type: none"> <li>• Local Standards (Survey)</li> <li>• External Peer Benchmarking</li> <li>• Historical Trend Benchmarking</li> </ul>	<p>Ensure the college's benefits are competitive in order to attract and retain talented, high-performing employees.</p> <ul style="list-style-type: none"> <li>• Competitive benefits to similar and area employers</li> <li>• Similar costing models to other community colleges and area employers</li> </ul>
<p><b>Findings:</b> <i>(What did we learn from this assessment? What did the evidence say?)</i></p>	<ul style="list-style-type: none"> <li>• The costs of HACC's benefit programs had risen by more than 50% from 2007 – 2012, and its provisions exceeded benefits provided by similar and local employers. As such, the benefits program was unsustainable.</li> <li>• HACC's benefit program was not well-balanced. There were areas with gaps and areas with very high levels of benefits. (HACC's existing benefits programs were compared to those of 41 peer colleges/universities as well as against other employers using various benefit surveys - examples being those performed annually by Conrad Siegel, the Kaiser Family Foundation, CUPA-HR, and benefit summaries pulled from a variety of local company websites, as well as a menu of basic benefit programs. ) For example, one "gap" in the HACC benefits structure is the lack of a short-term disability program. An unusually "rich" area of the HACC benefits programs is the HACC \$750 per year funding of a Flexible Spending Account for all full-time employees. This second item is unusual due to the structure of the medical plans not having a corresponding deductible or co-insurance responsibility on the part of the employees.</li> <li>• HACC's benefits processes were cumbersome and ineffective. Several inefficiencies in the data entry and data transfer processes were identified as a result of the assessment initiative. For example, new hire data entry into the systems was being conducted by a variety of people at various stages of the hiring process. This led to errors and inconsistencies in the benefits data and often delays in new hires being able to make their benefit elections.</li> </ul>	
<p><b>Decision-Making:</b> <i>(What changes of practice are indicated? What budget priorities are established? What accomplishments should be celebrated and showcased?)</i></p>	<ul style="list-style-type: none"> <li>• Reduced commissions are being paid on disability plan yielding savings on broker commissions.</li> <li>• The COLA benefit component from long-term disability has been removed, representing a savings of 16%.</li> <li>• RFP's for health, life, and disability insurance were undertaken, resulting in a change in carrier effective Jan. 1. Pure premium savings is \$1.5 million. Plan-choice migration savings is \$600,000. Anticipated overall premium savings over course of 3 – 5 year contract is \$3 - \$5 million.</li> <li>• In response to the short-term disability "gap", a cost analysis</li> </ul>	

	<p>has been undertaken to determine if the introduction of this into the HACC benefits program is financially and administratively feasible. In response, a short-term disability program has been proposed to fill in this gap. This plan will be presented to and considered for implementation by the College Compensation Advisory Committee in late 2013, for possible introduction in January 2014.</p> <ul style="list-style-type: none"> <li>• All 'new hire' entry into the benefits enrollment system is now conducted by only the benefits staff using the information already electronically provided to the payroll dept. and other HR staff for all new hires. Now the data is more consistent and it takes place from very specific triggers in the new hire process, causing it to happen more automatically. Some programming changes were also made to the benefits enrollment system, to accommodate new hires being put into the system in advance of their hire dates and to also allow them longer to complete their benefits election process.</li> <li>• Employer and employee health plan costs leveled off or dropped in 2013 for the first time since 2007.</li> <li>• Some minor changes in the 2013 medical plan structure have made the flexible-spending plan more logical; however, some changes to how it is administered in conjunction with the medical plans would still be sensible to ensure this funding is being effectively used to help cover employee healthcare expenses. These will be discussed by the College Compensation Advisory Committee for possible implementation in 2014 and beyond.</li> </ul>
<b>Assessment Closing Date:</b>	September 2012
<b>Notes:</b>	

**CORE REPORT**

Fall 2011

STATEMENT OF INSTITUTION MISSION AND COLLEGE GOALS	<p>SP Goal 5: Improve the process for assessing programs, courses, and student learning.</p> <p>SP Goal 7: Expand innovative use of technology to improve teaching &amp; learning.</p>
GENERAL EDUCATION OUTCOMES (or student learning outcome/program competency)	This assessment initiative predates HACC's current General Education Outcomes, but addresses written and oral communication, social sciences, mathematical reasoning, sciences, diversity, wellness, information and computer literacy.
ASSESSMENT CRITERIA AND PROCEDURES	In Fall 2011, the first General Education and Core assessment pilot was developed to establish a baseline for student work across the ten core competencies: written communication, oral communication, Core A-Humanities, Core B-Social and Behavioral Sciences, Core C-Mathematics, Core C-Natural and Physical Sciences, Diversity, Physical Education/Wellness, Information Literacy and Computer Literacy. Faculty within each division established core competencies that were discipline specific. Assessment readings using faculty designed rubrics and tests attempted to document direct evidence of student learning in the General Education Core for Fall 2011.
ASSESSMENT RESULTS	Written Communication and Oral Communication were two areas that did not complete their assessments of the Core. The Speech department states that until they have the technology to record speeches, they cannot undertake assessment. The College Wide Technology Committee is working with this department to obtain the relevant resources and it is anticipated that this



department will begin to assess student learning of the Core competency in the Fall of 2012.

Written Communication was not completed, the department did engage in literature assessment but did not link it to the Core.

Diversity was assessed only in Art-whereby students were asked to demonstrate an understanding of different cultural systems and worldviews. Their results indicate that of those students sampled, 45% met the competency. This falls short of the 70% score that was used as a baseline measure.

Physical Education/Wellness created an assessment tool based upon a pre/post questionnaire. The data shows that the average pre-test score was 5.52 out of 10 points. The post-test score shows an average of 5.16 out of 10 with a loss of -0.36 points.

Information Literacy used ENGL-102 as the course best able to document information literacy. A sample of 52 essays were scored at the end of the semester using a rubric. The results show that 52% of the students sampled were able to find, evaluate and use information from a variety of sources and 56% of students could document sources properly.

The Computer Literacy assessment team took an embedded Windows 7 quiz in CIS-105 and analyzed the results. The data shows that of the 90% of students sampled they averaged a quiz score of 83% showing that the students have demonstrated mastery in Windows 7.

**Core Results:**

Core A-Humanities and Arts competency states:

*Evaluate the impact of history, theory, and/or world views as represented in fine art, performing arts, literature, foreign language, or philosophy course.*

The information that was submitted did not reflect assessment of the Core in literature and in Art, 44% of the students sampled were “highly developed” in the above competency.

Core B-Social and Behavioral Sciences competency states:

*Identify major thinkers and theorists in the field and their contributions in the history of the discipline. Recognize, define, and demonstrate an understanding of the concepts and/or theories that constitute the core of the discipline.*

There were three departments that assessed these competencies. History, Sociology and Psychology. History reported results that indicate the students are not learning the core competency. Sociology report that 45% of the students sampled met the competency for this core and Psychology reported that students averaged a score of “3” indicating “fair” for this competency.

Core C-Mathematics competency states:

*Analyze quantitative data to solve problems.*

The Math department assessed this competency via a common set of questions to nine different math courses. The highest score they report is 59.92% indicating that students have not learned this competency.

	<p>Core C-Natural and Physical Sciences competency states:  <i>Identify the steps in the scientific method when given particular statements concerning the process. Apply the scientific method in theoretical and experimental situations.</i></p> <p>The physical sciences sampled 313 students and scored their result using a quiz. They report that of the students sampled they achieved a score of 66% in meeting this competency. The biology department sampled 636 students across two different biology courses. They report that students have met the minimum standard of 70% required for competency for the two outcomes in the Core-C.</p>
<p>USE OF THE RESULTS</p>	<p>The results were used to revamp the General Education Assessment into an outcome-based approach conducted and managed by the College Wide Assessment Committee. Specific recommendations can be found in the Core Report-Fall 2011.</p>
<p>Additional Notes / Resources</p>	

Appendix 24

	1—No/Limited Proficiency	2—Some Proficiency	3--Proficiency	4—Advanced Proficiency
<b>Ideas/Engagement With Topic</b>	Does not show original thinking or understanding of the topic; is not appropriate for audience; does not engage with the purpose of the assignment	Shows understanding of the topic, but may not contain original thinking or interpretation; may not fully engage with the purpose of the assignment	Shows understanding of the topic and audience and some original thinking.	Shows original or imaginative thinking (appropriate for audience); approaches the topic in a unique and effective way.
<b>Thesis/Focus</b>	No thesis or apparent focus	Thesis is present, but weak, broad, unclear, or unimaginative	Adequate, identifiable thesis	Thesis offers an original take on the question or challenges the reader's understanding
<b>Structure/Organization</b>	Organization is unclear or ineffective for the question, audience, or thesis.	Organization is rudimentary or inconsistent; paragraphs and transitions may be abrupt; flow of ideas may be illogical or inconsistent with question, audience, or thesis	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	Organization is effective and imaginative; Sequence of ideas or paragraphs is effective, and transitions are smooth.
<b>Mechanics</b>	Contains multiple or egregious errors of grammar, syntax, or spelling that severely hinder the reader's understanding	Contains errors of grammar, syntax, or spelling that may hinder the reader's understanding. Sentence structure may be too basic or not varied	Effective sentence structure with few errors. Minor errors of grammar, syntax, or spelling	Rich, varied, and imaginative sentence structure; no visible errors of grammar, syntax, or spelling

**GENERAL EDUCATION ASSESSMENT REPORT**

Written Communication, Spring 2013  
 CWAC (Brightbill, Moss, Weigard, Harris)

STATEMENT OF INSTITUTION MISSION AND COLLEGE GOALS	SP Goal 5: Improve the process for assessing programs, courses, and student learning.
GENERAL EDUCATION OUTCOMES (or student learning outcome/program competency)	Written Communication: Write appropriately for audience, purpose and genre; demonstrate appropriate content, organization, syntax, and style; and acknowledge the use of information sources, according to convention.
ASSESSMENT CRITERIA AND PROCEDURES	Based on results received from the 2012 Core Report, the college moved to overall General Education Outcomes. The first outcome to be assessed college wide was Written Communication. First year Cohorts were identified and initial classes taken were identified as areas where samples could be pulled from (ENGL 101, HUM201, PSYC 101, SOCI 201). Random samples were then taken from those classes and assessed based on a common rubric.
ASSESSMENT RESULTS	The two sets of samples averaged scores of between 2.64 and 3.1 for the four categories. A score of 2 indicates some proficiency in the categories, while 3 is judged as proficiency. The Gen Ed subcommittee thus assessed the cohort as demonstrating a limited amount of proficiency to full proficiency in each category. The samples scores highest in Ideas/Engagement with Topic, and lowest in Thesis/Focus. The two sets of samples (Moss/Weigard, Brightbill/Harris) showed consistency in scoring. For each category, the two groups averaged scores within .04 to .09 points of each other. More detailed reports are available.  Because of the need to begin the General Education Assessment process as soon as

	<p>possible, faculty members were given a relatively short amount of time to respond, and some expressed mild confusion and reservations.</p>
USE OF THE RESULTS	<p>The results and recommendations from CWAC will be forwarded to the Faculty Academic House for review when it reconvenes in Fall 2013.</p> <p>Upon assessing the assessment itself, 31 of 119 Faculty did not communicate whether a sample was available or not. This finding has led to an initiative to discover measures that would ensure larger faculty participation.</p>
Notes:	

**GENERAL EDUCATION ASSESSMENT REPORT**  
 Oral Communication, Fall 2012 - Spring 2013  
 Communications Department

STATEMENT OF INSTITUTION MISSION AND COLLEGE GOALS	<p>SP Goal 5: Improve the process for assessing programs, courses, and student learning.</p> <p>SP Goal 7: Expand innovative use of technology to improve teaching &amp; learning.</p>
GENERAL EDUCATION OUTCOMES (or student learning outcome/program competency)	<p>Technology Literacy: Demonstrate the ability to communicate, create, and collaborate effectively using technologies in multiple modalities</p> <p>Oral Communication: Competently construct and effectively present orally, information designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.</p>
ASSESSMENT CRITERIA AND PROCEDURES	<p>Implementation:</p> <p>Technology—Installation period-Summer 2012-eight rooms college-wide received new hardware for recording while ten rooms received the needed software; two rooms had previously installed hardware.</p> <p>Training—Fall 2012 faculty were provided with hands-on training and information on how to use equipment in the classroom and the software. Students were to receive training from their instructors and through handouts.</p> <p>Recording (informative speeches)—There were difficulties in coordinating instructors with different schedules, which resulted in IT being overloaded with technical issues. Students did not follow directions for creating their accounts—providing technical issues within the classrooms. Some instructors voiced pedagogical issues with recording.</p> <p>Methodology:</p> <p>Over 1100 student speeches were recorded, and then 136 speeches were randomly selected for</p>

	<p>evaluation.</p> <p>Faculty used the NCA (National Communication Association) rubric with slight modifications to help measure one additional course learning outcome related to technology use.</p>
<p>ASSESSMENT RESULTS</p>	<p>HACC students are meeting baseline standards for public speaking competence in all areas, based on criteria used with the NCA rubric.</p> <p>Instructor assignments are not all aligned with current learning outcomes, making consistency in measuring content questionable.</p>
<p>USE OF THE RESULTS</p>	<p>Develop a required assignment with specific parameters to more closely align every course instruction with learning outcomes.</p> <p>Slightly modify the NCA rubric to more closely align with our assessment of course outcome needs.</p> <p>Simplify the recording process for instructors and students. Require all students and instructors to participate.</p> <p>Fall 2103- repeat the process by recording Persuasive Speeches, using a different recording system.</p> <p>Design a new rubric for persuasive speaking use—align assignments to learning outcomes.</p>
<p>Notes:</p>	



**GENERAL EDUCATION ASSESSMENT REPORT**

Information Literacy, Spring 2013

Assessment One (A1): Lisa Weigard, Reference/Instruction Librarian

Assessment Two (A2): Instruction Librarians on all HACC Campuses

STATEMENT OF INSTITUTION MISSION AND COLLEGE GOALS	SP Goal 5: Improve the process for assessing programs, courses, and student learning.
GENERAL EDUCATION OUTCOMES (or student learning outcome/program competency)	Information Literacy: Demonstrate the ability to find, evaluate, organize and use information effectively and ethically.
ASSESSMENT CRITERIA AND PROCEDURES	<p><b>A1:</b> Library faculty member solicited samples of research assignments from the following courses: Sociology 201; Psychology 213; Environmental Science 201; Chemistry 202; History 201; and Foundational Studies 100 (50 samples total). Using a simple rubric (available upon request), samples were assessed for reliability and variety of sources; and accuracy of citations (including in-text). Scoring was as follows:</p> <p>Beginning/emerging: 0-1pt.</p> <p>Developing: 2-3 pts.</p> <p>Advanced: 4-5 pts.</p> <p><b>A2:</b> 557 English 101 students from all HACC Campuses were assessed after a library instruction session. A short worksheet was administered, asking students to locate an article on their topic, from a library databases. They were also asked to identify the following: Topic; name of database; Author; Title of article; Title of Publication; and Date of Publication. Librarians entered data on a Google Form (<i>Appendix One</i>):</p>
ASSESSMENT RESULTS	<p><b>A1:</b> Results (available upon request) were as follows:</p> <p>Find information: 3.22  Evaluate information: 3.2  Cite correctly: 2.75</p> <p><b>A2:</b> Students performed very well on all questions except the question asking them to identify the name of the</p>

	<p>publication. 19% responded incorrectly to this question. See <i>Appendix Two</i> for a link to the results report.</p>
<p>USE OF THE RESULTS</p>	<p><b>A1:</b> Results will be shared with the professors who shared their samples, so professors and librarians can work together to emphasize citation in future library sessions.</p> <p>Although scores for finding and evaluating were on target for community college students, professors and librarians will also work together to emphasize evaluation methods while selecting sources.</p> <p>Results will also be shared with library faculty, so they can discuss the possibility of revising the rubric and working with CWAC and Institutional Research to draw a random sample for a future assessment. It is possible that our results were unnaturally high, since the courses selected were known to be “library-friendly.” Also, for this study, there were developmental students and college-ready students combined. A future project would probably want to separate these two populations.</p> <p><b>A2:</b> A Summer 2013 meeting is planned where librarians will compare strategies, as well as brainstorm new strategies for helping students to identify the name of the publication in a database article record.</p> <p>We will use the same assessment again in Fall 2013 to determine if our new strategies result in an improvement for this score.</p> <p>Also, librarians have been in touch with English 101 faculty with the results, so they are aware of this common area of confusion in identifying a key component of a citation.</p>
<p>Notes:</p>	

## GENERAL EDUCATION ASSESSMENT REPORT

Written Communication (English 102), Spring 2011

Vicki Ehrhardt, Cristal Renzo, Brett Stumphy, Hetal Thaker, Amy Withrow, and  
Karen Woodring

STATEMENT OF INSTITUTION MISSION AND COLLEGE GOALS	SP Goal 5: Improve the process for assessing programs, courses, and student learning.
GENERAL EDUCATION OUTCOMES (or student learning outcome/program competency)	<p><b>Written Communication:</b> Write appropriately for audience, purpose and genre; demonstrate appropriate content, organization, syntax, and style; and acknowledge the use of information sources, according to convention.</p> <p><b>Information Literacy:</b> Demonstrate the ability to find, evaluate, organize and use information effectively and ethically.</p> <p>(LO1. Demonstrate skill in using an accepted academic documentation style in the context of academic research LO2. Synthesize information and ideas from an appropriate variety of sources in developing sound and reasonable academic writing (i.e. exploratory, argument))</p>
ASSESSMENT CRITERIA AND PROCEDURES	<p><b>SELECTION AND SUBMISSION OF ESSAYS</b></p> <ul style="list-style-type: none"> <li>• Random essays requested: 204</li> <li>• Random essays submitted: 110 (83-Traditional, 6-CHS, 17-Online, 4-Blended) TRFT- 28; TRPT - 55</li> <li>• Essays submitted by full-time instructors: 42</li> <li>• Essays submitted by part-time instructors: 68</li> <li>• Essays not submitted due to drops/lack of student submission: 16</li> </ul> <p><b>COLLECTION, DISTRIBUTION, AND READING OF ESSAYS</b></p> <ul style="list-style-type: none"> <li>• All essays were sent to one English faculty member: the Assessment Essay Collector.</li> <li>• All essays were assigned a unique identifier number to maintain anonymity of students and instructors.</li> <li>• All cover sheets were destroyed after unique identifier number was written on each essay.</li> <li>• Essays were distributed to and read by faculty at Four HACC campuses:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Harrisburg (6 readers) – 36 essays</li> <li>○ Lancaster (6 readers) – 28 essays</li> <li>○ York (8 readers) – 28 essays</li> <li>○ Lebanon (4 readers) – 18 essays</li> </ul> <ul style="list-style-type: none"> <li>● Each campus created its own procedure for assessment readings.</li> <li>● All essays were read by two assessment readers.</li> <li>● All essays assessed two learning outcomes (identified as LO1 and LO2 on graphs).</li> </ul>
<p>ASSESSMENT RESULTS</p>	<p>LEARNING OUTCOME #1 (LO1)--demonstrate skill in using an accepted academic documentation style in the context of academic research</p> <ul style="list-style-type: none"> <li>● Traditional course delivery provided a 78.87% success rate, compared to 60.28% during Spring 2010.</li> <li>● CHS course delivery provided an 87.50% success rate, compared to 31.58% during Spring 2010.</li> <li>● Online course delivery provided a 100.00% success rate, compared to 55.00% during Spring 2010.</li> <li>● Blended course delivery provided a 75.00% success rate, compared to 70.00% during Spring 2010.</li> </ul> <p>LEARNING OUTCOME #2 (LO2)--synthesize information and ideas from an appropriate variety of sources in developing sound and reasonable academic writing (i.e. exploratory, argument).</p> <ul style="list-style-type: none"> <li>● Traditional course delivery provided a 75.35% success rate, compared to 73.83% during Spring 2010.</li> <li>● CHS course delivery provided an 87.50% success rate, compared to 30.00% during Spring 2010.</li> <li>● Online course delivery provided a 93.75% success rate, compared to 80.00% during Spring 2010.</li> <li>● Blended course delivery provided a 75.00% success rate, compared to 60.00% during Spring 2010.</li> </ul> <p>The Submission Rate between our first run in spring 2010 and second run in spring 2011 declined. A total</p>

	<p>of 110 ENGL102 essays were collected in spring 2011, compared with 137 ENGL 102 essays in Spring 2010.</p> <p>Approximately 82.63% (LO1) and 78.94% (LO2) of assessed essays met the expectations stated in those learning outcomes, compared to 58% (LO1) and 71% (LO2) of assessed essays during Spring 2010.</p> <p>Student performance based on type of instructor or type of instruction is not measurably different. The committee would like to discuss with the entire department whether it is important to continue assessing using the current methods of instruction (traditional, online, blended, &amp; college in the high school) or if delivery should only include “traditional” and “virtual/blended”</p> <p>To address the disparity in assessment ratings by campus readers, the ENGL102 assessment committee recommends a college-wide norming/calibration exercise once a year to include both full time and part time instructors. We would also like all campuses to include both full time and part time instructors as readers for the ENGL102 assessment. Finally, we will be exploring the best way to submit, distribute, and score ENGL102 essays within D2L to have an assessment where no reader sees another reader’s notes or assessment to increase valid, reliable results.</p> <p>Disparity between two readers rating the same essay as average and weak for a given learning outcome declined from previous assessment readings. A 5%-8% disparity appeared in the Spring 2011 readings while an 11%-15% disparity existed during the Spring 2010 readings. Disparity between two readers rating an essay excellent and weak achievement remained very minimal.</p>
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USE OF THE RESULTS	<p>Essays will be assessed within D2L using a web-based rubric to ensure Reader #2 is not being influenced by Reader #1.</p> <p>College-wide “norming” or calibration exercises will be held prior to readers scoring essays.</p> <p>The dramatic improvement of the assessment reflects the impact of changes created by the ongoing commitment of the English faculty. These results when considered in combination with the Written Communication Assessment completed in Spring of 2013, demonstrate improved writing skills across the curriculum.</p> <p>The continued collaboration with the Libraries has also demonstrated marked improvement in use of sources and proper citation techniques.</p>
Notes:	

**GENERAL EDUCATION ASSESSMENT REPORT**

Chemistry, Spring 2012, Fall 2012

STATEMENT OF INSTITUTION MISSION AND COLLEGE GOALS	SP Goal 5: Improve the process for assessing programs, courses, and student learning.
GENERAL EDUCATION OUTCOMES (or student learning outcome/program competency)	Communicate Using Chemical Nomenclature
ASSESSMENT CRITERIA AND PROCEDURES	<p>In the Spring and Fall semesters of 2012, 161 CHEM 101 students took the First Term General Chemistry exam created by the American Chemical Society. 5 of the 70 multiple choice questions on this exam cover the area of chemical nomenclature.</p> <p>In the Spring semester of 2012, 27 CHEM 204 students took the Organic Chemistry Exam (cumulative over two terms) created by the American Chemical Society. 5 of the 70 multiple choice questions on this exam cover the area of chemical nomenclature.</p>
ASSESSMENT RESULTS	<p>CHEM 101: Using the national average correct on each question as a benchmark, our students demonstrated competency in each inorganic chemistry nomenclature question. In fact, our students exceeded the average correct by at least ten percentage points in three of the five questions.</p> <p>73% of HACC students correctly named an oxyacid, as compared to only 48% nationally. 66% were able to identify the incorrect combination of chemical name and chemical formula, compared to 52% nationally. And 79% (69% nationally) were able to give the name of an atomic compound that contains a polyatomic ion.</p> <p>The two questions in which HACC students performed most closely to the national averages were 1) naming an ionic compound involving a transition metal (58% HACC, 53% nationally) and 2) naming a molecular compound (27% HACC, 24% nationally).</p>

	<p>CHEM 204: Using the national average correct on each question as a benchmark, HACC students demonstrated competency in each organic chemistry nomenclature question. Our students averages four percentage points below the national average on nomenclature questions, and scored 2% higher than the national average for the exam as a whole. Both results are within the standard deviation of reported results.</p> <p>Four of the five questions were multi-concept questions in which an additional concept (polarity, reactions, redox, and spectroscopy) was mixed with nomenclature, so interpretation of competency with regards to nomenclature is for these questions is complicated. However, HACC students scored slightly below the national average on Question 19, which involved nomenclature independent of any other concept. Based on the results of Question 19 and the given fact that HACC students performed slightly above national average norms for entire exam, there is a need for more emphasis on nomenclature in HACC's Chem 203 and Chem 204 classes.</p>
<p>USE OF THE RESULTS</p>	<p>CHEM 101: Chemical nomenclature should be emphasized throughout the entirety of CHEM 101 and not just at the beginning. This can be accomplished when covering other topics by providing with chemical names rather than chemical formulas so the students are forced to determine the formulas.</p> <p>The fact that many students (both at HACC and nationally) confused a molecular compound with a polyatomic ion can be minimized by stressing the importance of chemical charge when discussing nomenclature.</p> <p>CHEM 204: Greater emphasis could be placed on nomenclature throughout the entire two-semester sequence. This can be achieved by the following: include additional questions in each homework assignment specific to nomenclature, assign a higher percentage of points to nomenclature questions on exams, and, if necessary, give nomenclature quizzes periodically throughout each semester.</p>



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**GENERAL EDUCATION ASSESSMENT REPORT**

CISE, Spring 2013

Kari Meck

STATEMENT OF INSTITUTION MISSION AND COLLEGE GOALS	SP Goal 5: Improve the process for assessing programs, courses, and student learning.
GENERAL EDUCATION OUTCOMES (or student learning outcome/program competency)	<p>Develop information security policies and procedures</p> <p>Apply technology devices to meet business requirements secure information system components</p> <p>Design secure network architectures</p> <p>Maintain an awareness of industry requirements and laws</p> <p>Respond to information system intrusions and support investigative processes</p> <p>Provide information security training and awareness programs</p> <p>Implement technological solutions, both hardware and software, as it pertains to information security</p> <p>Manage information security resources</p> <p>*This assessment can also be mapped to the following general education outcomes:</p> <p>Technology Literacy: Demonstrate the ability to communicate, create, and collaborate effectively using technologies in multiple modalities</p> <p>Critical Thinking: Generate a new idea or artifact by combining, changing, or reapplying existing ideas or products.</p>
ASSESSMENT CRITERIA	Program competencies as measured by course outcomes

AND PROCEDURES	from critical points throughout the program of study.
ASSESSMENT RESULTS	<p>Effective is 70% or greater</p> <p>CNT 120: Discuss and understand emerging concepts and practices, average score 81.4</p> <p>Prepare and present a network proposal that includes: network hardware requirements, network operating system requirements, desktop operating systems and application software requirements, network security, network addressing, topology, flow control, staff training, and corporate budgeting, average score 81.4</p> <p>CNT 125 Lab Final Examination, average score 93</p> <p>Final Exam—block of questions used to assess student learning, average score 77</p> <p>LAN Design Laboratory Exercise, average score 83</p> <p>CNT 220 Course objective skills measured by exam questions. Average scores 77.36 (objective 1), 83.73 (objective 2), 69.25 (objective 14), 87.3 (objective 16), 57.24 (objective 24)</p> <p>CISE 200 Course Objective 8: Policy Research Project, average score 93 Course Objective 12: Labs 1-4, average score 91</p> <p>Course objective 1: PA Computer Crimes Statutes Project, average score 86</p> <p>Course Objective 4: Two Awareness Articles, average score 95</p>

<p>USE OF THE RESULTS</p>	<p>Program: Consider changing Comp 4 in the program competencies to “Introduce” instead of “Maintain” to more accurately reflect realistic program outcome.</p> <p>CNT 120: Course/Instructional materials will be updated to ensure that all of the outcomes for the CNT 120 class will be addressed with instructional materials. Course activities will be selected and aligned with the outcomes of the class. The main Assessment tool (final exam) will be reviewed to make sure that it is assessing the CNT 120 outcomes in a reliable manner.</p> <p>CNT 125: Course/Instructional materials will be updated to ensure that all of the outcomes for the CNT 125 class will be addressed with instructional materials. Some additional class instructional material will be developed to assist the students with the concepts addressed in Objective 1. Course activities will be selected and aligned with the outcomes of the class. The main Assessment tool (final exam) will be reviewed to make sure that it is assessing the CNT 125 outcomes in a reliable manner.</p> <p>CNT 220: Review learning outcomes to make sure they are appropriate for a 200 level course, with the possibility of making them outcomes for one of the 100 level courses. Review learning outcomes to make sure they do not overlap with outcomes that are assessed in other classes. Revise learning outcomes to make them more specific and easily assessable. Course/Instructional materials will be updated to ensure that all of the outcomes for the CNT 220 class will be addressed with instructional materials. Course activities will be selected and aligned with the outcomes of the class. The main Assessment tool (final exam) will be reviewed to make sure that it is assessing the CNT 220 outcomes in a reliable manner.</p> <p>CISE 200: Closer supervision of adjunct faculty and standardization of course content and measurements must be considered. Use of standardized rubrics to define research assignment</p>
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	parameters for grading and expectations is recommended. Improve perceptions of assignment value to discourage 0%, as in the case of Awareness Articles.
Notes:	

**GENERAL EDUCATION ASSESSMENT REPORT**  
 Cardiovascular Technology (Invasive), 2004-2012  
 Kathy Werkhesier

STATEMENT OF INSTITUTION MISSION AND COLLEGE GOALS	SP Goal 5: Improve the process for assessing programs, courses, and student learning.
GENERAL EDUCATION OUTCOMES (or student learning outcome/program competency)	<p>Sample Program Outcomes:</p> <p>Demonstrate the ability to review existing data in the patient record:</p> <ul style="list-style-type: none"> <li>• Verify the requested procedure correlates with the patient's clinical history and presentation.</li> <li>• Obtain relevant information regarding the patient's medical history and status from the patient or the patient's medical record.</li> <li>• Communicate effectively with each patient, explanation, etc...in a manner consistent with patient's age, language, and educational level.</li> </ul> <p>List and describe procedures utilized to diagnose heart disease</p> <p>List and describe common cardiac diseases; clinical signs and symptoms and treatment options.</p> <p>Complete list of program outcomes is available.</p> <p>Program outcome related to communication suggests potential to map this assessment to the <b>Oral Communication General Education Outcome:</b>      Competently construct and effectively present orally, information designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.</p>
ASSESSMENT CRITERIA AND PROCEDURES	<p>Program Assessment data derived from exams, clinical competency, invasive registry examination, laboratory competency, and demonstration in the clinical setting.</p> <p>Couse assessment criteria (Sample CVT224):      Students must demonstrate their ability to transition from the classroom into the clinical environment and apply knowledge and skills learned in the classroom and laboratory. Students will be evaluated by the clinical</p>

	<p>preceptor and the director of clinical education twice during the clinical experience.</p> <p>The Trajecsyst Online Clinical Reporting System; grading system is utilized as a measuring tool for Clinical I (CVT 224) objectives. This is based on the attached Likert Scale (available). 100% of students enrolled in CVT 224 must achieve an overall grade for the course of 75% or greater to successfully continue in the program.</p>
<p>ASSESSMENT RESULTS</p>	<p>Sample Program Assessment results:</p> <p>Attrition/Retention</p> <p>Analysis:</p> <p>2011 no attrition</p> <p>Total attrition for the class of 2010 is 16.67%. The student who was considering returning after maternity did not return and relocated out of our area. One student did not pass a course but has returned to our program for the 2010-2011 academic year. Although we had numerous applicants some did not accept placement into our program citing family issues, monetary issues and change of decision. The student who did not successfully complete the program in 2010 joined the cohort in fall 2010 and graduated in August of 2011.</p> <p>Total attrition in 2009 is 25%. One student dropped due to medical problems with pregnancy. She was on leave of absence but determined not to re-enroll in August 2009. Second student passed away with sudden onset of vasculititis in March 2009.</p> <p>Total attrition in 2008 is 28.57%. One student was dropped for cheating and the second student failed to successfully complete a core course in the first semester.</p> <p>Total attrition in 2007 is 12.55% (1 student). The student failed a course that was required to continue in the program. The student decided not to re-enroll and is studying Entrepreneurial studies at HACC.</p> <p>Total attrition for 2006 is 25% (2 students). One student dropped from the program for health issues and a second dropped due to an ill and aging parent problem.</p> <p>2012 Report of Current Status for an Education Program in Cardiovascular Technology document is available.</p> <p>Sample Course assessment results (CVT224):</p>

	<p>Data Analysis and Observations:</p> <p>Outcome #1: Identify patients for examination and assist them into the scanning room. 100% of students met the outcome of above average. The average score was 4.25 on a 1-5 likert scale.</p> <p>Outcome #1: Explains the procedure to the patient. 75% of students were successful in meeting the expectation of a 4 on the 1-5 likert scale. One student achieved the highest rating; a 5 on the likert scale. The remaining student was evaluated as a 3 which is average. The rating of "3" is considered average, however, all clinical instructors will address effective communication in the health care setting. We have offered a new course "CVT 100" during the spring 2012 semester which specifically addresses professionalism and effective communication in the health care setting for cardiac patients in particular. We feel this will improve the outcomes in subsequent years</p>
<p>USE OF THE RESULTS</p>	<p>Sample Program use of results:</p> <p>Action: 2010 Graduates: we have added mandatory information sessions that students must attend prior to application to the invasive or cardiac sonography students. We explain the program in detail and review the course schedule, demands on life and the like. This has helped students to gain an understanding of the professional requirements in our program.</p>
<p>Notes:</p>	



**GENERAL EDUCATION ASSESSMENT REPORT**

Dental Assisting 2013

Dawn Clifford

STATEMENT OF INSTITUTION MISSION AND COLLEGE GOALS	SP Goal 5: Improve the process for assessing programs, courses, and student learning.
GENERAL EDUCATION OUTCOMES (or student learning outcome/program competency)	<p>Comp 1: Perform radiographic techniques in all types of dental offices</p> <p>Comp 2: Assist a dental practitioner in all office procedures</p> <p>Comp 3: Perform routine office management operations effectively</p> <p>Comp 4: Function in the office laboratory environment</p> <p>Comp 5: Participate as an integral member of the dental health team</p> <p>Comp 6: Sit for the Dental Assisting National Board exam</p> <p>Comp 7: Apply the role of dental assisting to various practice settings</p> <p>Sample Course Learning Objectives (DA175): Outcomes to be assessed:</p> <ol style="list-style-type: none"> <li>1. Discuss and identify supportive structures of the permanent dentition.</li> <li>2. Discuss and identify anatomic structures of e primary and secondary dentitions.</li> </ol> <p>Discuss and identify development of the orofacial complex.</p> <p>Program Outcome 1 can potentially map to General Education Technology Literacy Outcome: Demonstrate the ability to communicate, create, and collaborate effectively using technologies in multiple modalities</p> <p>Program Outcome 7 can potentially map to General Education Critical Thinking Outcome: Generate a new idea or artifact by combining, changing, or reapplying existing ideas or products.</p>

<p>ASSESSMENT CRITERIA AND PROCEDURES</p>	<p>All Dental Assisting courses will be assessed yearly.</p> <p>One course instructor will be assigned to each course and is responsible for yearly data collection. Sample of same exam questions, skill assessments, and internship evaluations by doctor and instructors.</p> <p>Completed data is reviewed and assessed by all faculty at the end of each semester during faculty meetings.</p> <p>Data is collected during the semester the course is offered. This data will be evaluated, documented and submitted to program director by the middle of the subsequent semester.</p> <p>Sample Course (DA 175):  Outcome 1 assessed with Exam 1, Final exam  Outcome 2 assessed with Exam 2, tooth drawing assignment, tooth identification quiz, final exam  Outcome 3 assessed with Exam 3, final exam</p> <p>Students must score a 69% or better (D) to successfully complete the course. The tooth drawing assignment is a summative evaluation assessing the student's knowledge of the morphology of the teeth in the permanent dentition. A rubric is used to grade this assignment.</p>
<p>ASSESSMENT RESULTS</p>	<p><b>Program Size and Sampling Technique</b></p> <ul style="list-style-type: none"> <li>• The dental assisting program size varies per year. On average there are 20 students in program and 20 graduate each year.</li> <li>• Due to the small size of the program and high standards required for passing the Certified Dental Assistant exam, all students will be utilized for data collection.</li> </ul> <p><b>Format:</b> Further describing each assessment in detail is important. The following format can help you in the program assessment.</p> <p>Sample course (DA175):  Outcome 1: Exam 1-82% with 69 or above. Final exam-77% with 69 or above  Outcome 2: Exam 2-95% with 69 or above. Tooth</p>

	<p>drawings-100% with 69 or above. Tooth identification 77% with 69 or above. Final exam-77% with 69 or above.</p> <p>Outcome 3: Exam 3-50% with 69 or above. Final exam 77% with 69 or above.</p>
<p>USE OF THE RESULTS</p>	<p>Program:</p> <p><b>Assessment Needs:</b></p> <p>This is my first year at HACC and my first year acting as program director for the Dental Assisting program. The first course of action necessary is to establish appropriate and measurable goals for the program. Upon conclusion of our site visit by the Commission on Dental Accreditation it was determined that all competency assessments for the program must be updated and changed. The other recommendation made by the representatives of the commission was that I have a course sequencing plan that improves student learning. Through this program assessment, I have come to realize that I must change the curricula involved with each course.</p> <p>Sample course (DA 175):</p> <p>It was determined through student interview that the current text was extremely difficult to read and comprehend. The primary text for this course has been changed for next year. Following the accreditation process of this year, it is clear that all courses must be reviewed and modified to include the necessary standards for the Dental Assisting curriculum. This course will be reviewed for content, course goals will be modified, syllabus will be reviewed and subsequently changed, and all lecture materials must be modified to follow the new syllabus.</p> <p>Long term assessment initiative: The course will be evaluated at the conclusion of every Fall semester. Data will be collected and assessed, updates and modifications will be made if necessary based on the results of the course evaluation</p>
<p>Notes:</p>	

**GENERAL EDUCATION ASSESSMENT REPORT**

Management, BHT Program, Fall 2011

Michelle Myers, Kathleen Pratt, Loyal Mumby, Diane Mauro

STATEMENT OF INSTITUTION MISSION AND COLLEGE GOALS	SP Goal 5: Improve the process for assessing programs, courses, and student learning.
GENERAL EDUCATION OUTCOMES (or student learning outcome/program competency)	<p>Written Communication: Write appropriately for audience, purpose and genre; demonstrate appropriate content, organization, syntax, and style; and acknowledge the use of information sources, according to convention.</p> <p>Information Literacy: Demonstrate the ability to find, evaluate, organize and use information effectively and ethically.</p> <p>Critical Thinking: Generate a new idea or artifact by combining, changing, or reapplying existing ideas or products.</p> <p>Department Goals:</p> <p>Each student will be an effective communicator with the ability to prepare and deliver oral and written presentations using appropriate technologies</p> <p>Each student will be able to use cutting edge technology to function in a 21st century business environment.</p> <p>Each student will be skilled in critical thinking and decision-making, as supported by the appropriate use of analytical and quantitative techniques.</p> <p>In addition to the General Education outcomes already noted, this assessment can be mapped to the General Education Technology Literacy Outcome: Demonstrate the ability to communicate, create, and collaborate effectively using technologies in multiple modalities</p>
ASSESSMENT CRITERIA	Written Communication: Grading rubric for assignment

<p>AND PROCEDURES</p>	<p>with 70% considered proficient  Rubric that addresses the key competencies is attached.  Students write a small business plan. (MGMT 121)</p> <p>Information Literacy: Grading rubric for assignment with 70% considered proficient</p> <p>Critical Thinking: Grading rubric for assignment with 70% considered proficient</p>
<p>ASSESSMENT RESULTS</p>	<p>Written Communication: 47% of the student work sampled in MGMT 121 were able to complete the work with appropriate written communication at a proficient level</p> <p>Information Literacy: 20% of the students in MGMT 121 were able to research and cite sources at a proficient level</p> <p>Critical Thinking: 47% of the student work sampled in MGMT 121 was at a proficient level</p>
<p>USE OF THE RESULTS</p>	<ol style="list-style-type: none"> <li>1. It is recommended that ENGL 003 eligibility be added as a pre-requisite (changes in progress; effective Fall 2012)</li> <li>2. It is recommended that the rubric be added to the Assessment of Student Learning section of the Form 335 so that all full time faculty and adjuncts can adapt their small business plan assignments to achieve the student learning outcomes (changes in progress; effective Fall 2012).</li> <li>3. It is recommended to re-prefix the course to a 200 level to accurately reflect the rigor of the course (changes in progress; effective Fall 2012).</li> <li>4. It is recommended that BUSI 101 – Introduction to Business be added as a pre-requisite.</li> </ol>

Notes:	
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## **Reading Discipline Assessment 2007 through Plans for 2018**

### ***History of Reading Discipline Assessment***

#### **Assessment Definition: 2007**

Assessment is an ongoing process utilizing many different forms of both formal and informal methods to gauge student learning. Continuous assessment evaluates and documents student growth when applying reading strategies and constructing meaning from text. Assessment reflects stated learning outcomes, which guides instruction that empowers students to succeed. Consequently, on-going assessment promotes a student-centered environment, which encourages higher level thinking.

#### **Adopted 2/10/2007 by the Reading discipline at Reading Retreat in Harrisburg, PA**

**FALL 2007:** Report on Reading Discipline Assessment Meeting on October 9, 2007

1. Course to be assessed: ENGL 003
2. Outcomes to be assessed:
  - A. Independently employ appropriate reading strategies to college-level texts.
  - B. Effectively apply appropriate strategic reading and study skills.
  - C. Independently apply self-management strategies such as time management, assessing reading behaviors, and understanding learning styles.
3. Assessments used to demonstrate outcomes as well as device for measuring outcome.
  - ✓ Outcome A and B will be assessed using a rubric devised for a common written assignment concerning a selection from one of the fiction/non-fiction books assigned in the class.
  - ✓ Outcome C will be assessed using a rubric devised for a common written assignment addressing students' growth as represented in their portfolios for the course.
4. We are still determining the levels of mastery as well as how to sample the student population.

Linda Mininger, Marian Yoder, Marie Ulmen, Kathy Eckenroth, Reid Meredith, Linda Hunter

**NOVEMBER 2007: ENGL 003 Strategy-Based Reading III: Learning Outcomes Assessment**

Two learning outcomes to be assessed:

1. Independently employ appropriate reading strategies to college-level texts.
2. Effectively apply appropriate strategic reading and study skills.

Spring 2008: As part of every ENGL 003 course, students will respond to a selection from a fiction/ non-fiction book in their ENGL 003 class.

**PROCEDURE TO ASSESS OUTCOMES 1 and 2 USING READING SELECTION**

1. The instructor chooses a quotation/passage from a chapter that the students read for class. In class students will:
  - Write a paragraph summarizing the content of the selection. (Literal Level) and answer the following two questions:
    - What is the author inferring from this quote/passage? (Interpretive)
    - Apply this quotation to a personal experience or real-world event. (Applied)
2. A random sample of writing samples will be chosen and blindly evaluated according to the rubric that follows.

**SUCCESS:** Students will be considered successful if their total score on the rubric is 19 (70%).

**DISCIPLINE GOAL:** Our goal as a discipline is to have 70% of students achieving success.

**Employing Reading Strategies Rubric**

Category	Score of 9	Score of 6	Score of 3	Score of 0
Literal Level	Student summarizes completely and accurately what the passage is about.	Student summarizes accurately but not completely what the passage is about.	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the selection.
Interpretive Level	Student gives a clear explanation by drawing conclusions and inferring meaning of the selection.	Student gives a reasonable explanation by drawing conclusions and inferring meaning of the selection.	Student gives a weak explanation by drawing conclusions and inferring meaning of the selection.	Student has great difficulty giving explanation of the selection.
Applied Level	Student shows excellent application of this quotation/passage to a personal experience or real-world event	Student shows good application of this quotation/passage to a personal experience or real-world event	Student shows fair application of this quotation/passage to a personal experience or real-world event.	Student shows little application of this quotation/passage to a personal experience or real-world event.



Approved by Full-time Reading Faculty on November 13, 2007.

### **SPRING 2008 Assessment Plan**

1. Choose a passage from one of the texts (non-fiction or fiction) that you are using for ENGL 003.
2. Have all the students do the following:
  1. Write a paragraph summarizing the content of the selection.
  2. Answer the following two questions:
    - A. What is the author implying from this quote/passage about \_\_\_\_\_ ?  
(Use something relevant from the passage)
    - B. Apply this quotation/passage to a personal experience or real-world event.
3. Collect all the writing samples. Grade them however you want to grade them.
4. Make copies of three random samples from your class. (One easy way to do this is to divide your number of students by three and then take the paper from students that correspond with those numbers such as the 1<sup>st</sup>, 8<sup>th</sup>, and 15<sup>th</sup> students.) It is important that you DON'T handpick the samples.
5. You can cross out the names of the students if you wish. You need to send the three random samples to Linda Mininger by May 1, 2008, so they can be read. You also need to send a copy of the passage you used for this exercise.
6. Each sample will be evaluated and given a score by three different readers according to the attached rubric.

### Employing Reading Strategies Rubric

Category	Score of 9	Score of 6	Score of 3	Score of 0
Literal Level	Student summarizes completely and accurately what the passage is about.	Student summarizes accurately but not completely what the passage is about.	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the selection.
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Applied Level	Student shows excellent application of this quotation/ passage to a personal experience or real-world event	Student shows good application of this quotation/ passage to a personal experience or real-world event	Student shows fair application of this quotation/ passage to a personal experience or real-world event.	Student shows little application of this quotation/ passage to a personal experience or real-world event.

## Fall 2008 Assessment Report: Reading Discipline

### A. ENGL 003 Learning Outcomes Assessed

1. Independently employ appropriate reading strategies to college-level texts.
2. Effectively apply appropriate strategic reading and study skills.

### B. Procedure:

1. ENGL 003 Assessment Plan was devised during Fall 2007: (Plan Follows)
2. During Spring 2008, each ENGL 003 instructor followed the assessment plan. After using the assessment plan in their class, the instructors randomly selected three samples per ENGL 003 section and sent them to the Harrisburg Reading Facilitator (Linda Mininger) who collected all samples.
3. July 17, 2008: Marian Yoder, Marie Ulmen, and Linda Mininger met to score the reading samples using the discipline-developed rubric from Fall 2007.
4. The three instructors read the same five essays and scored them according to the standardized rubric. They then compared their assessments to attempt to standardize the scoring of the rubrics.
5. Each of the three instructors read 1/3 of the remaining essays.

### B. Results

1. After discussing the preliminary results in a reading discipline meeting involving both full-time and part-time faculty, several concerns were noted about the results of the assessment.
2. On October 19, 2008, the full-time Reading Faculty met together and continued discussing the results as well as the process.
3. The Faculty determined that the results were not valid mainly due to the process and final assessment being flawed.
4. A new plan is being formulated to address the flaws that created invalid results.

### C. Analysis: There are several reasons that the process was flawed and results invalid.

1. The three instructors scoring essays felt there was not enough time spent in calibration of the scoring of the rubrics creating inconsistent results.
2. Because instructors were given freedom to choose their own reading passage, there several passages chosen for assessment seemed more difficult than other choices.
3. When grading the samples, the three instructors agreed that it seemed not everyone was answering the same questions. The directions may not have been as clearly expressed to students as possible. It shows the need for clearer instructions to both students and faculty.
4. There may not have been a common enough understanding among instructors of what is meant by literal, interpretive, and applied levels of comprehension.

D. Conclusion: This process was flawed, therefore it is difficult to assess whether the students met the learning outcomes. After going through this process, the discipline faculty have determined that the Spring 2009 assessment will be changed.

### E. Further Plans

1. During the Spring 2009 semester, the full-time Faculty will choose another learning outcome and create a plan to assess the outcome during the Spring 2009 semester.
2. This outcome will be assessed by a rubric and results analyzed during the Summer 2009.

Linda Huber Mininger, Harrisburg Facilitator; Marian Yoder, Lancaster Facilitator; Geraldine Gutwein; David Petkosh; Marie Ulmen; Reid Meredith; and Lori McNair, Full-time Reading Faculty 11/30/2008

## **April 15, 2009 Written assessment plan**

### Learning Outcome to be Assessed

Outcome D: Analyze college-level texts for main idea, supporting details, purpose/tone, inferences, and patterns of organization.

- A. Develop standard assignment for use to assess ENGL 003
- B. Develop rubric as full-time reading faculty
- C. Administer Assignment  
Spring 2009
- D. Collection of all papers (papers will have all identifying names removed) for Blind Review
- E. Pull papers to score and calibrate using Rubric  
David and Reid and Geri will spearhead this process
- F. Create benchmarks to represent each score  
Score papers with two readers and one tie-breaker
- G. Report results to discipline

4/21/2009

ENGL 003: Directions: Please read the article below and answer the questions that follow it.

### Teens Buckle Each Other Up

Teens pulling into the Harvest Moon Drive-In Theatre in Gibson City, Ill., this summer get something extra with their movies and popcorn: public service ads produced and performed by other local teenagers that remind them to buckle up on the ride home.

The spots, which also promote alert and sober driving, are part of a campaign that students at Gibson City-Melvin-Sibley High School started last fall for a nationwide contest sponsored by State Farm and the National Youth Leadership Council.

The campaign won the contest. More important, it may have played a role in preventing severe injuries or deaths of six local teens who were involved in crashes in the past year -- all of whom were wearing *seat belts*, says the school's driver education teacher, Judy Weber-Jones. "I've been teaching driver's ed for 21 years and this is the only thing I've seen that works," she says. The ads, banners and prizes (for teens who are found to be wearing *belts*) are effective, she says, but the real power is in the source: "This is a teammate telling them to buckle up, a boyfriend or girlfriend telling them to buckle up."

It's a message many teens nationwide have yet to heed.

Fewer than half of high school students in a 2005 survey by the federal Centers for Disease Control and Prevention said they always used *seat belts*. Ten percent said they rarely or never did.

Those numbers are improving. But still, "we know that teens have the highest crash risk and lowest *seat belt* use" of any age group, says Ruth Shults, a CDC researcher.

That combination is deadly. The Insurance Institute for Highway Safety reports that 5,610 teens in the USA died in traffic accidents in 2004, which makes such accidents the leading cause of death, by far, for that age group. Among drivers 16 to 19 who were killed, *seat belt* use ranged from 46% for the youngest to 36% for the oldest.

New government data for 2005, released last week, did show a drop in traffic deaths among teen drivers and their teen passengers. But still, unsafe teen driving continues to take a tragic toll.

Experts say they don't know exactly why teens ride beltless and take other road risks. One theory is that the parts of the brain that weigh risks, make judgments and control impulses are simply immature.

It is clear that parents who closely monitor their teens' driving -- and take away the keys when necessary -- can make a difference. So can laws that allow police to pull over unbelted drivers and that limit the number of passengers in a young driver's car. *Seat belt* use declines as the number of riders rises, Shults says.

Meanwhile, at some high schools, students who are caught without belts cannot park in the school lot, says John Ulczycki of the National Safety Council. In Morristown, Ind., students wear bracelets with beads representing loved ones and are urged to look at their wrists each time they turn the ignition key, says Lonnie Smith, State Farm's community alliance manager.

In Gibson City, the kids keep working. In July, a group went to nearby Tazewell County -- a community that lost 16 teens to car crashes in 15 months, Weber-Jones says -- to share the safety message. And a few days ago, recent graduate Brandon Hoke, 18, left town for college. That's remarkable because one day last fall, Hoke plowed his car into the back of a large truck at 45 mph. He was wearing a *seat belt*, he says, only because he had just seen a road sign, designed by his friends at school, that said: "Remember Greg and Steve. Slow Down. Buckle Up."

Greg and Steve Arends were twin brothers who were in a wreck a few years back; Greg died and Steve survived, at least partly because of his *seat belt*.

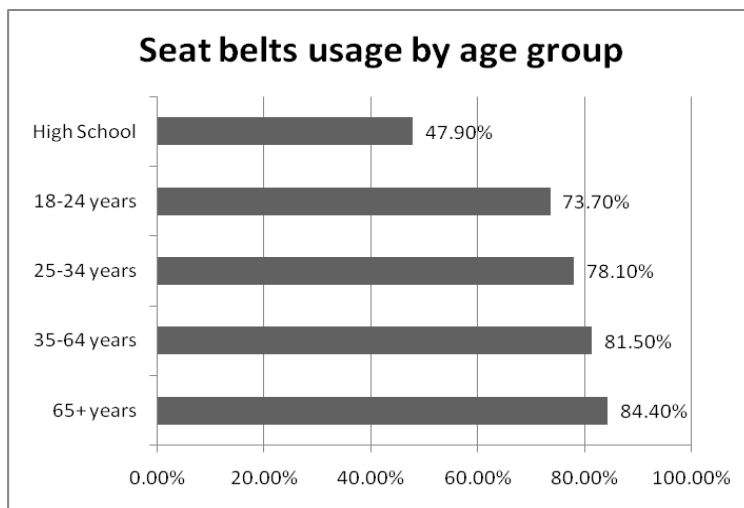
Hoke says: "I ended up with a big bruise and burns across my chest, but it was a lot better than going through the windshield."

He went to school the next day and thanked his friends for saving his life.

### STUDENTS AND SEAT BELTS

Percentage of high school students who report always using seat belts:

- 1991: 27.7%
- 2005: 47.9%



Sources: Centers for Disease Control and Prevention Youth Risk Behavior Survey; CDC, 2005

(c) **USA TODAY**, 2006

Kim Painter. "Teens buckle each other up." *USA Today* (n.d.). *Academic Search Premier*. EBSCO. HACC Libraries, Harrisburg, PA. 14 Apr. 2009 <<http://ezproxy.hacc.edu/>>

Answer the following questions based on the article:

1. Identify the main idea of the article and state it in a complete sentence.

2. Identify three major supporting details.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

3. What is the author's purpose for writing this article? Explain.

4. According to the graph, there is a significant increase in seat belt usage between the high school age group and the 18-24 year-old group. What does the author imply could be a reason for this increase?

\_\_\_\_\_ 5. Which pattern of organization is used the most in this article?

- A. cause/effect
- B. comparison/contrast
- C. definition/example
- D. time order



SPRING 2009 Reading Discipline ENGL 003 Assessment Plan

As part of the college’s ongoing assessment of our courses, please do the following assessment during Spring 2009.

Note: Please do the following assessment plan for EACH section of ENGL 003 that you teach.

1. Make copies so that each student has a copy of the article, “Teens Buckle Up Each Other.”
2. Have students read and answer the questions in class. To make sure they are taking it seriously, have it as part of your final, as a quiz, or as part of a test.
3. Collect all the writing samples. Grade them as you wish. Whether or not you give them back to students to look over is your choice, but if you do, make sure to recollect the papers.
4. Send **ALL** copies with any names and/or grades crossed out to Linda Mininger, Harrisburg Campus, Arts 120, by Monday, May 18, 2009.
5. Each sample will be evaluated and given a score by at least two readers. The performance assessment used follows.

If you have any questions, please contact me. Thanks, Linda Mininger

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**2008-2009 READING PERFORMANCE ASSESSMENT**

FIVE- POINT SCORING MODEL (one point for each correct answer)

Main idea	Supporting Details	Purpose/ Tone	Inferences	Pattern of Organization
Q# 1	Q# 2	Q# 3	Q# 4	Q # 5
Check ____ (if acceptable)	_____	_____	_____	_____
				<b>SCORE</b> _____

Each paper will be given a score of 1 to 5 based on the written answers. Answers will be judged as either “acceptable” or “unacceptable.”

Fall 2009

Directions for Assessment

1. Make enough copies of the five-point performance assessment.
2. Assess each paper on a five-point scale.
3. If you have any questions about a particular paper, ask someone else in the full-time discipline to read it. If the scores are the same, that is the score. If the scores are different, get a third reader and average the three scores.
4. When you are finished, report back to me the number of 5's, 4's, 3's, 2's, and 1's.
5. Please return the papers to me as well. They are our assessment artifacts.
6. Goal for finishing? **Monday, November 2**

Thanks, Linda

Question	Main Idea Q1	Supporting Details Q2	Purpose Q3	Inference Q4	Patterns Org. Q5	TOTAL # students 230
Number of students who missed the question	82	54	41	70	54	
% who missed the question	64%	77%	82%	70%	77%	

Our goal was: 70% of students will score either a 4 or a 5 on this assessment

Actual Results: TOTAL ASSESSMENTS 230

Number of students scoring 4 or 5 out of 5 = 141 = 61%

Number of students scoring 3,4,5 out of 5 = 200 = 87%

Average score (mean) = 3.7 out of 5 which is 74%

Students answered 4 out of 5 questions (questions 2,3,4, and 5) with a 70% or above

Date: May 27, 2010

Re: Assessment Planning

Present: Linda Mininger, Lori McNair, Geri Gutwein, Marie Ulmen

1. Assessment Goals for Academic Year 2010-2011

A. Assess Learning Outcomes for vocabulary for ENGL 003

1. Committee selects 2 passages/essays from Viewpoints (total vocab words to not exceed 15)
2. Revise ENGL 002 Learning Outcomes during Fall 2010
3. Approve our discipline's ENGL 003 Learning outcomes from 2010 (take out redundant learning outcome)

B. Linda Mininger will write up a statement concerning change in assessment tool.

2. A. New Learning Outcomes for ENGL 003:

Upon successful completion of this course, the student will be able to:

- Apply appropriate strategic reading and study skills to a variety of college-level texts. This includes: analysis of main idea, supporting details, purpose, tone, inference; use of outlining and graphic organizers.
- Determine meaning of vocabulary in a variety of contexts.
- Demonstrates the use of technology as a part of college level research skills including using library, Internet resources, and appropriate forms of documentation.
- Apply critical reading such as distinguishing fact from opinion, evaluating author's assumptions and assertions, paraphrasing, and evaluating support for assertions, and summarizing.
- Reflect critically and respond to text utilizing written and oral discourse.

B. Current Learning Outcomes:

Upon successful completion of this course, the student will be able to:

- Apply appropriate strategic reading and study skills to a variety of college-level texts. This includes: analysis of main idea, supporting details, purpose, tone, inference; use of outlining and graphic organizers.
- Determine meaning of vocabulary in a variety of contexts.
- Analyze college-level texts for main idea, supporting details, purpose/tone, and inferences.
- Demonstrates the use of technology as a part of college level research skills including using library, Internet resources, and appropriate forms of documentation.
- Apply critical reading: distinguishing fact from opinion, evaluating author's assumptions and assertions, paraphrasing, and evaluating support for assertions, and summarizing.
- Reflect critically and respond to text utilizing written and oral discourse.

3. Assessment Schedule

- |                                       |                        |
|---------------------------------------|------------------------|
| A. Assess ENGL 003 learning outcomes: | Vocabulary Spring 2011 |
|                                       | Technology Spring 2012 |
| B. Assess ENGL 003 again in 2013-2014 |                        |
| C. Assess ENGL 002 in 2014-2015       |                        |
| D. Assess ENGL 001 in 2015-2016       |                        |

Respectfully submitted by Geri Gutwein and Linda Mininger

#### Statement Regarding Change in Assessment Plan:

During Spring 2010, Geri Gutwein researched the idea of portfolio assessment for the entire discipline to use. After discussing the idea with the discipline, it was discovered that making a portfolio assessment to assess all learning outcomes in ENGL 003 was too difficult and complicated. The need to make the assessment quantifiable and consistent creates a burden that is too great. To create a unified set of guidelines and expectations of a portfolio in ENGL 003 would require a much greater alignment of curriculum than is currently used. The same assignments would need to be devised. This goes against the discipline's philosophy that each instructor should have the freedom to organize their course however they choose. As long as instructor's meet the learning outcomes, they are free to use a variety of activities and assignments. The discipline has decided to work on creating sample passages and questions in order to assess whether or not the learning outcomes are being met. The first step in assessing each course is to revise the learning outcomes. This has been done in ENGL 003 and will be done for ENGL 002 this Fall.

## Assessment of Student Academic Achievement Report Due December 1, 2008

**Discipline/Department:** Reading Discipline

**DRT:** Geri Gutwein, Lori McNair, Linda Mininger, David Petkosh Marie Ulmen, Marian Yoder

There are currently five stages of assessment that are possible within each discipline/department.

### Discipline/Department Activity Checklist

Stage	Progress
<b>Stage I:</b> The assessment plan has been developed and the assessment tool has been approved by the faculty and the ALS. (Fall 07/Spring08) <b>DOCUMENT A</b>	Yes <u> X </u> No ____ Attach copies of the assessment plan, the tool, the measurement tool where applicable and proposed time frames for the data collection.
<b>Stage II:</b> The assessment tool has been distributed and the data has been collected and reviewed. (Spring 08/Fall 08) <b>DOCUMENT B</b>	Yes <u> X </u> No ____ Attach copies of the instructions for tool administration.
<b>Stage III:</b> The DRT has reviewed the data. (Fall 08) <b>DOCUMENT C</b>	Yes <u> X </u> No ____ Attach summary of sample: number of students, description of sample, and/or collection method.
<b>Stage IV:</b> The DRT has shared the results with the faculty in the discipline/department. (Fall 08/Spring 09) <b>DOCUMENT C</b>	Yes <u> X </u> No ____ Attach DRT report: <input type="checkbox"/> Data analysis <input type="checkbox"/> Observations, <input type="checkbox"/> Curricular Recommendations <input type="checkbox"/> Recommendations for changes to the assessment process
<b>Stage V:</b> The discipline/department has used the data to ensure that student academic achievement has been documented. Assessment plans have been revised and/or expanded. (Spring 09) <b>DOCUMENT D</b>	Yes <u> X </u> No ____ Complete revisions of Form(s) 335 as appropriate. Attach revised assessment plans (tools, rubrics, instructions, etc.) if available. (optional)

\_\_\_\_\_  
Faculty member submitting  
the report

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Assessment Committee  
Representative

\_\_\_\_\_  
Date

**To:** Spring 2011 ENGL 003 Instructors  
**From:** Linda Mininger, College-Wide Reading Facilitator and Reading Assessment Sub-Committee  
**Date:** April 15, 2011  
**Re:** Vocabulary Assessment

1. This assessment is not aimed at an individual instructor's performance/teaching abilities, but is to see if our discipline is meeting the vocabulary learning outcome for ENGL 003.
2. Assessment must be given by May 17, 2011.
3. **During class time**, please administer this assessment using scantron sheets. Be sure students are aware of how to use a scantron answer sheet.
4. Provide each ENGL 003 student with a copy of the vocabulary assessment. Remind them not to write on the test.
5. This assessment may be used as part of your final exam. If you are not including it as part of your final, be aware that this task should not take an entire class period for students to complete. Our estimate is approximately 30 minutes.
6. After assessment is administered, collect it, run it through scantron, and submit your scores online using the following link and directions:

<https://spreadsheets.google.com/viewform?formkey=dFNvY2ZPMGIHdXpLWU1rYk1vT00xQmc6MQ> (This link will also come to you via e-mail where you only need to click on the link.)

- a. Enter the CRN for your ENGL 003 course.
  - b. Enter the scores for each student. If you do not have 25 students, leave the remainder of the entry spaces blank.
  - c. When all the scores are entered, for each student in the course, click the submit button at the bottom of the form.
  - d. Repeat these steps for each section of ENGL 003. For example, if you have three sections, then complete the form three times.
7. Dispose of test packets by depositing copies in your campus confidential recycling bin.
  8. Send all scantron sheets to Linda Mininger, Arts 120-D, Harrisburg Campus, by May 24, 2011.

# **English 003 Strategy-Based Reading III, Vocabulary Reading Assessment**

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Harrisburg Area Community College

**Linda Mininger, Geri Gutwein, & James Duran**

**5/22/2001**

## **English 003 Strategy-Based Reading III, Vocabulary Reading Assessment**

### **Introduction**

In the spring semester of 2011, a reading assessment was administered to measure one of the learning outcomes of the course ENGL 003 Strategy-Based Reading III. The assessment measured the learning outcome asserted in the 335 which states one of the anticipated results of the course, teaching students to “Determine meaning of vocabulary in a variety of contexts.”

While all of the learning outcomes are measurable, this particular skill allows for convenient evaluation. To some degree, the appropriation of the vocabulary skill can indicate if the other reading outcomes were met.

### **Methods**

The test [or treatment] consisted of 25 multiple choice questions modified from a test bank. Students were required to read a short passage which ranged from one paragraph to several paragraphs in length. Students answered the questions based on reading the vignettes. The solutions were embedded in the vignettes; by using the context clues inserted in the reading, students were able to determine the meaning of the words or phrases they were asked to identify.

All instructors conducted the assessment at the end of the semester for spring 2011. Represented in the results of the assessment were 49 sections of ENGL 003 Strategy-Based Reading. The number of students included in the analysis or sample size was 515 ( $N=515$ ).

The sample size ( $N=515$ ) represented a larger population of ENGL 003 students. The potential enrollment for 49 sections is approximately 980 students without course overloads. Due to attrition and other factors, the sample was much less than 980. Based on the amount of

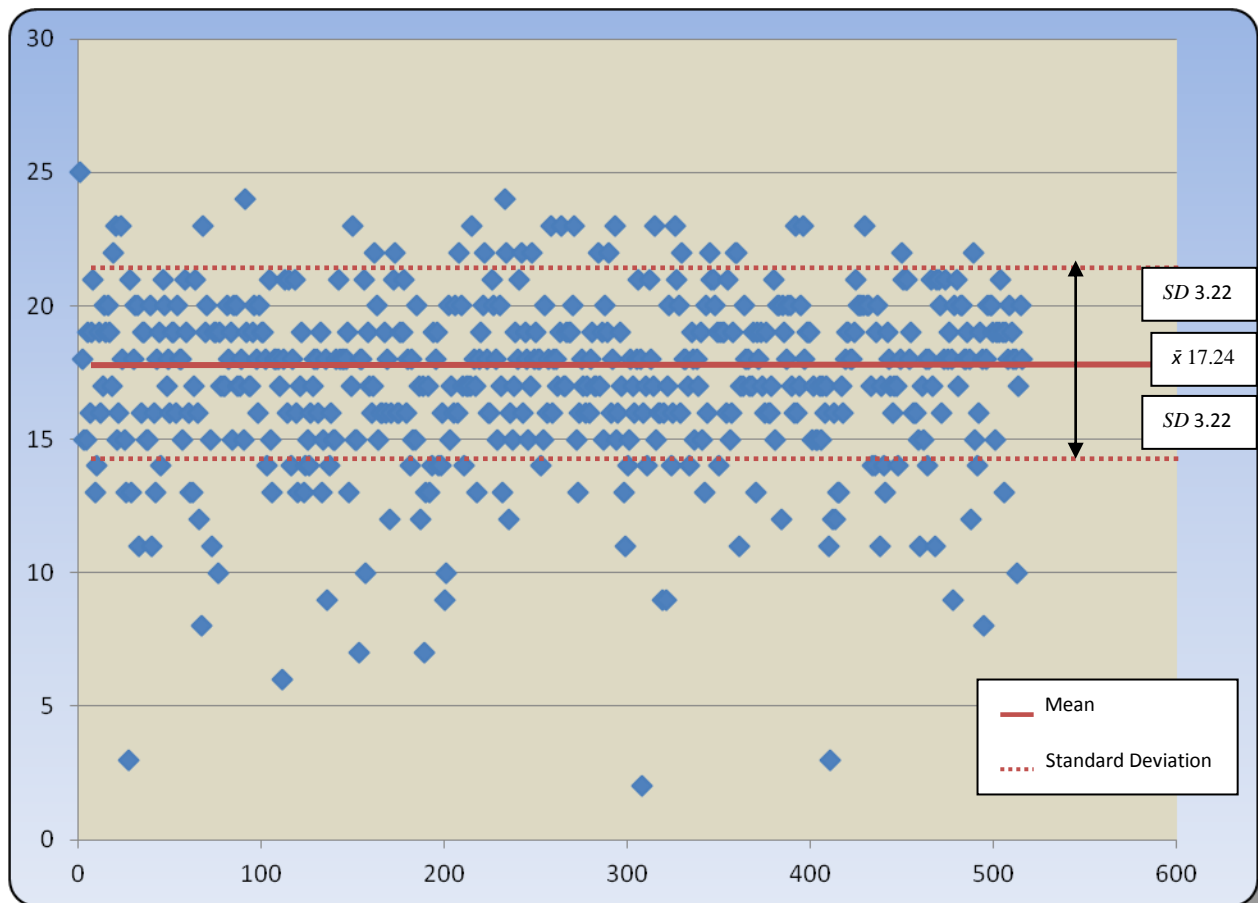


tests received for each class, the median class size consisted of 13 students. The class size averaged ( $\bar{x}= 13.57$ ) students. The range of class sizes consisted of 6-21 participants.

## **Results**

The assessment was analyzed using the mean ( $\bar{x}$ ) and standard deviation ( $SD$ ). From the sample size ( $N=515$ ), the mean was ( $\bar{x}=17.24$ ). The average score of ( $\bar{x}=17.24$ ) equaled 69%. This result provides a preliminary point of reference in future assessments.

The standard deviation of the assessment was ( $SD= 3.22$ ). The range of values, scores between 1 and 25, demonstrate a correlation. The range of scores, presented below in Figure 1, define a range for the ENGL 003 assessment. One standard deviation above the mean ( $\bar{x}=17.24$ ) was ( $SD=20.46$ ); and one standard deviation below the mean was ( $SD=14.24$ ). This range of values between ( $SD=14.02-20.46$ ) establish baseline averages for comparing future assessments of ENGL 003.



**Figure 1.** Distribution, Mean & Standard Deviation of Reading Assessment Scores ( $N=515$ ).

Approximately 83% of the participants scored in the range 14-21 (see Table 1). The range of scores 14-25 represents approximately 89% of the participants.

A concerning element of the assessment suggested that 24% of the students scored 15 or less. The range 1-15 consisted of 123 participants scoring 60% or less. It would be interesting to probe further to study the correlation reading assessment scores had with grades in the ENGL 003 courses.

**Table 1**

*Range, Number of Participants and Percentages  
of Reading Assessment Scores (N=515)*

Range of Scores Between 1-25	Number of Participants Scoring at Each Range	Percentages
1	0	0.00%
2	1	0.19%
3	2	0.39%
4	0	0.00%
5	0	0.00%
6	1	0.19%
7	2	0.39%
8	2	0.39%
9	5	0.97%
10	4	0.78%
11	9	1.75%
12	8	1.55%
13	23	4.47%
14	24	4.66%
15	42	8.16%
16	61	11.84%
17	66	12.82%
18	78	15.15%
19	71	13.79%
20	51	9.90%
21	32	6.21%
22	16	3.11%
23	14	2.72%
24	2	0.39%
25	1	0.19%

**2010-2011 Reading Discipline Assessment Report**

## **I. Goals for 2010-2011**

- A. To review/rewrite/consolidate ENGL 002 learning outcomes in order to strengthen the outcomes as well as making sure they accurately reflect learning goals in the course.
- B. To create and implement a multiple-choice assessment for a learning outcome from ENGL 003.

## **II. Report on Goals.**

- A. ENGL 002 goals were rewritten as indicated above.
- B. Assessing the ENGL 003 Vocabulary Learning Outcome
  - 1. A multiple-choice assessment was given in all ENGL 003 classes during the Spring 2011 semester. This 25 question. (See attached assessment and directions)
  - 2. 100% of instructors teaching ENGL 003 gave the assessment to their students.
  - 3. The goal for the assessment was that the overall average grade for the assessment would be 70%.
  - 4. The actual result was 69%.

## **III. New assessment Goals for 2011-2012**

- A. Assess ENGL 001 learning outcomes.
- B. Look at results of ENGL 003 assessment from Spring 2011 and determine whether or not multiple-choice assessment is a good avenue for assessment to pursue.
- C. Assess ENGL 002 learning outcomes in Spring 2012.

Submitted by Linda Mininger, May 31, 2011

## 2011-2012 Reading Discipline Assessment Report

### I. Goals for 2011-2012

- A. Assess ENGL 001 learning outcomes and rewrite if necessary.
- B. Look at results of ENGL 003 assessment from Spring 2011 and determine whether or not multiple-choice assessment is a good avenue for assessment to pursue.
- C. Assess ENGL 003 technology learning outcomes in Spring 2012.

### II. Report on Goals.

- A. ENGL 001 Learning Outcomes were revised.
- B. Using multiple-choice assessment seems like a good idea. It is certainly easiest to administer.
- C. Assessing the ENGL 003 Technology Outcome: Several faculty members did develop a 15-questions multiple-choice assessment for technology. Unfortunately, in the end, the discipline could not agree that the questions were really assessing the learning outcome. More attention needs to be given to develop these questions and get the whole discipline on board. We decided not to implement this assessment and revisit it in the Fall. It is really interesting what we are learning about how we view assessment as faculty and the need for whole-group discussion and consensus in order to develop effective assessment.

### III. New assessment Goals for 2012-2013

- A. Take a comprehensive look at assessment up to the point and decide where to go next and what assessment instruments to use.
- B. Learn about college-wide efforts for assessment and how these college-wide efforts will impact reading assessment.
- C. Discuss ENGL 003 learning outcomes.

Submitted by Linda Mininger, May 14, 2012

## Technology Research Assessment Tool: ENGL 003

**1. One of the most important aspects of researching a topic is**

- A. a reference librarian.
- B. finding reliable data to support your final conclusions.
- C. utilizing annual record books.

**2. One drawback of using free, on-line encyclopedias is that they**

- A. are too specialized.
- B. do not include enough in-depth data.
- C. provide the researcher with basic information

**3. For most college-level research, you primarily will want to use**

- A. encyclopedias.
- B. popular magazines.
- C. scholarly journals.

**4. One efficient way to determine whether or not an article is relevant to your search is to read**

- A. the citations.
- B. the article itself.
- C. the abstract.

**5. A bibliography is**

- A. a listing of Bible references.
- B. a listing of sources used to prepare the article.
- C. always found at the back of popular sources.

**6. Reputable, academic reference works include all of the following except**

- A. encyclopedias.
- B. popular magazines.
- C. consumer buying guides.

**7. Which of the following is considered a “general” encyclopedia?**

- A. *World Encyclopedia of Cartoons*
- B. *Encyclopedia of Television*
- C. *Encyclopedia Britannica*

**8. An important task in starting a research paper is to**

- A. compile all your sources by typing in key words into a search engine on the Internet and then searching all web sites listed.
- B. define clearly the question you want to research by narrowing your research topic.
- C. ask your professor what s/he expects for the finished product.

**9. To avoid submitting a plagiarized research paper, a student should:**

- A. Never use in-text citations of sources
- B. Duplicate the ideas of the author
- C. Include a works cited page

**10. Every source listed in your works cited page must**

- A. be referenced within the body of your essay.
- B. be from an academic journal.
- C. be within two years from the current date.

**11. Using websites that end in .gov or .edu**

- A. should always be used in research papers.
- B. are typically accurate sources for research papers.
- C. are NOT good website resources to use for scholarly research.

**12. An URL provides an address to**

- A. a Web site.
- B. an e-mail account.
- C. hypertext.

**13. What is the most effective way to search the Web?**

- A. Record sources, refine your key words, then choose a search.
- B. Refine your key words, choose a search engine, then record sources.
- C. Choose a search engine, refine your key words, then record sources.

**14. A good website would have**

- A. no author because it is on the Internet.
- B. someone's name only, not their authority for creating it.
- C. the author's name and information about them so you know their authority.

**15. A biased website is one that**

- A. tells both sides of a problem.
- B. should be used to write research reports.
- C. tells only one side of a problem.

## **2011-2012**

### Progress on Assessment:

1. Learning Outcomes for ENGL 001, ENGL 002, ENGL 003 have been rewritten
2. We have tried three assessments discipline-wide as well as one that several of us used in Spring 2012.



To: Valerie Gray, English Department Chair  
From: Linda Mininger, College-wide Reading Coordinator  
Date: Feb. 1, 2013  
Re: Assessment Plan

#### Plans for 2012-2013

1. We will finish up assessment of ENGL 003 objectives. We currently have assessed all objectives for ENGL 003 except for the following: Demonstrate the use of technology as a part of college level research skills including using library, Internet resources, and appropriate forms of documentation.
2. We currently are planning to assess this outcome Spring 2013.
3. We also will create a master plan for the next five years for our assessment goals.
4. We are deciding to assess ENGL 002 next. Because some of the Strategic Plan recommendations call for eliminating ENGL 001, it makes sense to target ENGL 002 next. .
5. By the end of Spring 2013, we will have chosen which outcomes to assess for the next two years for ENGL 002.

#### Need for funding:

We would like to hold a Saturday morning assessment meeting for creating a master plan and goals for assessment. Help with the expenses of this assessment "retreat" would be very appreciated.

**Spring 2013** ENGL 003 Research Outcome: Demonstrate the use of technology as a part of college level research skills including using library, Internet resources, and appropriate forms of documentation.

11/2012 Reading Discipline Meeting, Full-time Faculty agreed that the Minimum Research Project at the ENGL 003 level includes:

- ✓ MLA Documentation
- ✓ MLA Formatting
- ✓ Exposure to in-text citation
- ✓ Variety of Sources
- ✓ Product that is handed in and graded

2 ways to assess

- ✓ Instructor Survey (we aren't sure how adjuncts are meeting this outcome, we want to know what they are specifically doing)

Spring 2013 ENGL 003 Classes

Campus/Center	#sections
Franklin County	1
Gettysburg	4
Harrisburg	19
Lancaster	9
Lebanon	3
York	9
<b>TOTAL SECTIONS</b>	<b>45</b>

## 2012-2013 Reading Discipline Assessment Report and Ongoing Plan

### I. Goals for 2012-2013

- A. Take a comprehensive look at assessment up to the point and decide where to go next and what assessment instruments to use.
- B. Learn about college-wide efforts for assessment and how these college-wide efforts will impact reading assessment.
- C. Discuss ENGL 003 learning outcomes.

### II. Report on Goals.

- A. See attached plan going forward as well as report of assessment efforts up to this point
- B. On January, 10, 2013, The College-wide Reading Coordinator and several full-time and part-time reading faculty attended the Spring Inservice where Matt Harris and Jeb Baxter gave an overview of the situation with Middle States and why HACC received warnings regarding assessment as well as future plans. The College-wide Reading Coordinator also met with Matt Harris, Chair of the College-wide Assessment Committee, on April 15, 2013, to ask for guidance and clarification regarding the reading discipline's efforts.
- C. ENGL 003 learning outcomes were discussed at the Reading Assessment Retreat held on Saturday, April 20.

### III. New assessment Goals for 2013-2014

- A. Fall 2013: Design the assessment instrument to be used in assessing the ENGL 003 technology outcome. Demonstrate the use of technology as a part of college level research skills including using library, Internet resources, and appropriate forms of documentation.
- B. Spring 2014: Assess ENGL 003 technology outcome.
- C. Start discussion of ways to assess ENGL 002 during the 2014-2015 academic year.

Submitted by Linda Mininger, College-wide Reading Facilitator, May 1, 2013

Created by Full-time Faculty: James Duran, Geri Gutwein, Reid Meredith, Lori McNair, Linda Mininger, David Pektosh, Marie Ulmen, Carolyn Veit, Marian Yoder

## 5-1-2013 Reading Assessment Plan

This plan was developed and approved by the full-time reading discipline faculty present at the Reading Assessment Retreat on April 20, 2013.

### I. Introductory Information:

- A. **Assessment Statement by the Reading Faculty:** Assessment is an ongoing process utilizing many different forms of both formal and informal methods to gauge student learning. Continuous assessment evaluates and documents student growth when applying reading strategies and constructing meaning from text. Assessment reflects stated learning outcomes, which guides instruction that empowers students to succeed. Consequently, on-going assessment promotes a student-centered environment, which encourages higher level thinking. ~Adopted 2/10/2007 by the Reading discipline at Reading Retreat in Harrisburg, PA
- B. **Overview of Strategic-Reading in Learning Outcomes at Each Level:** Strategy-based reading is grounded in a thematic approach to the teaching of reading. It is a student-centered approach involving participatory learning through groups tasks, discussion, and independent learning. Integrating reading and study strategies, students learn to intentionally apply skills in increasingly complex reading and learning situations. Through this approach, authentic texts are linked by thematic threads resulting in the building of a community of responsible readers who use reading to understand diverse human experiences.

In order to fulfill the goal of a strategy-based curricular design, exposing students to full, varied, and authentic reading experiences involves having students read and respond to novels, short fiction, short non-fiction, and longer works of non-fiction. The ultimate goal is to foster life-long readers who think critically.

- C. **Statement Providing Further Explanation of the Cumulative Development of Critical Thinking and Reading:** An important premise in developmental reading courses is that we continually integrate higher order thinking/reading strategies throughout the curriculum. Each level progresses in complexity preparing students for college reading.

### II. Assessment Plan for Future

#### A. Academic Year 2014-2015 and 2015-2016: Assess ENGL 002 Outcomes

ENGL 002 Upon successful completion of the course the student will be able to:

- Apply general reading strategies and reading comprehension strategies such as: topic, main idea, supporting details inferences and purpose/tone to a variety of increasingly complex texts
- Apply information technology strategies for communication and research such as: library, Internet and database sources
- Utilize vocabulary strategies to determine word meaning in context.

- Create information management tools such as: outlines, annotations and interpretations of graphic information
- Write in response to reading in varied ways such as: summary, reader response, synthesis and analysis

**B. Academic Years 2016-2018: Assess ENGL 001 Outcomes**

ENGL 001: Upon successful completion of the course the student will be able to:

- Distinguish between fiction and non-fiction characteristics through a variety of texts.
- Maintain an understanding of the differences between fact and opinion within non-fiction texts.
- Apply vocabulary strategies such as: word parts, dictionary strategies, and context clues.
- Apply active reading and study strategies such as: previewing, outlining, summarizing, note-taking, and annotating.
- Learn and apply reading comprehension strategies such as: previewing, skimming, scanning, and mapping.
- Exercise computer technology for word processing, HAWKMAIL, HACCWEB, Internet, and library databases.
- Utilize campus resources: library resources, student support center, tutoring labs, computer labs, counseling and advising personnel.

- C.** The Reading Discipline decided to assess ENGL 007 (which includes both ENGL 002 and ENGL 003 learning outcomes) when assessing ENGL 002 or ENGL 003. ENGL 007 instructors will be included in the ENGL 002/ ENGL 003 assessments.

**FALL/SPRING 2013-2014: Preliminary Assessment Plans for ENGL 003 Technology Outcomes:**

- A. Technology Learning Outcome:** Demonstrate the use of technology as a part of college level research skills including using library, Internet resources, and appropriate forms of documentation.
- B. Required Elements for Assessment:** The outcome will be assessed by collecting student samples containing the following:
- MLA documentation:
  - Format
  - introduction to in text citation
  - works-cited page
  - Variety of sources (more than one kind): Internet, library databases, books, interviews, multi-media
- C. Representative Sample:** The reading discipline will ask the research office to provide information to us about what is a representative sample.
- D. Report on research assignments required during Spring 2013 in ENGL 003.**
- 1. Procedure:** The College-wide Reading Coordinator collected project/research descriptions from adjunct professors. Full-time professors brought their own projects. At the Reading Assessment Retreat, the full-time reading faculty took a look at what is currently being done in terms of research requirements. We looked at projects to find evidence of requiring the following: MLA documentation and format, introduction to in-text citation, a works-cited page, and a variety of sources (more than one kind) including Internet, library databases, books, interviews, and/or multi-media.
  - 2. Data: Spring 2013: ENGL 003:**
    - **45 sections of ENGL 003 College-wide**, 20 taught by full-time and 25 taught by adjuncts (44% FT/56% PT)
    - 19 at Harrisburg, 9 at York, 9 at Lancaster, 4 at Gettysburg, 3 at Lebanon, and 1 Franklin County
    - Research data represents 41 out of 45 sections for Spring 2013 (91%)
  - 3. Results:** All full-time/part-time instructors required all elements listed above in the procedure. It was our determination through discussion and analysis that these elements would become our benchmarks for assessing research projects in ENGL 003.

# HACC Assessment Record

Department/Campus:

Efficiency Task Force

Unit:

President's Office--Central

<b>Assessment Start Date:</b>	January, 2012	
<b>Goal:</b> <i>(Campus, department or unit)</i>	Review current organizational structure. Determine ways to enhance organizational excellence to serve the College Community.	
<b>Objective:</b> <i>(Measurable)</i>	Develop four organizational models. Develop a list of efficiencies from stakeholders.	
<b>Alignment to Strategic Plan:</b>	SP Goal II: Organizational Excellence Objective 9: Continuously improve the organization structure SP Goal III: Operational Excellence Objective 12: Improve communication with internal and external stakeholders	
<b>Sources of Evidence to be used:</b> <i>(Measures that would point to achievement of goal/objective. Examples: databases, focus group feedback, surveys. See p. 10 of Guide.)</i>	Modern Think Survey, 2011 Five weeks of intense organizational fact-gathering College-wide forums, analyze recurring themes Creation of Efficiency web page with feedback forum <a href="http://www.hacc.edu/operationefficiency/feedback.cfm">http://www.hacc.edu/operationefficiency/feedback.cfm</a>  <a href="http://www.hacc.edu/operationefficiency/OrganizationalTransformation.cfm">http://www.hacc.edu/operationefficiency/OrganizationalTransformation.cfm</a>	
<b>Type of Assessment :</b>		
<ul style="list-style-type: none"> <li>• <b>Information–Gathering</b> <i>(needs assessments, inventories, establishing baselines)</i></li> <li>• <b>Performance–Evaluating</b> <i>(How well are we doing? Have we improved?)</i></li> </ul>		
<b>IF ASSESSMENT IS PERFORMANCE-EVALUATING:</b>		
*Benchmarks and Performance Targets are critical when evaluating performance. They may or may not be as critical when gathering information, although a	<b>Benchmarks or Standards</b> (See pp. 11 – 13 of Guide)	<b>Performance Target</b> (See pp. 13 – 17 of Guide)
	NA	NA

<p>rubric may be developed to organize categories under consideration.</p>		
<p><b>Findings:</b> <i>(What did we learn from this assessment? What did the evidence say?)</i></p>	<p><a href="http://www.hacc.edu/operationefficiency/upload/EffTaskforceModelscw.pdf">http://www.hacc.edu/operationefficiency/upload/EffTaskforceModelscw.pdf</a>  <a href="http://www.hacc.edu/operationefficiency/upload/Recommended-Models-organization-structure.pdf">http://www.hacc.edu/operationefficiency/upload/Recommended-Models-organization-structure.pdf</a>  <a href="http://www.hacc.edu/operationefficiency/costsavingsideas.cfm">http://www.hacc.edu/operationefficiency/costsavingsideas.cfm</a></p>	
<p><b>Decision-Making:</b> <i>(What changes of practice are indicated? What budget priorities are established? What accomplishments should be celebrated and showcased?)</i></p>	<ul style="list-style-type: none"> <li>• Implementation of organizational model that centralized planning and management aligned along functional lines of academic affairs, student affairs, College advancement, human resources, information technology, finance, and advancement.</li> <li>• Functional areas required to assess and identify opportunities for efficiencies, improved functioning, and sharing of resources between campuses.</li> <li>• College strategic plan re-examined to incorporate the findings of the efficiency task force.</li> <li>• Examination of best practices for academic offerings in the online modality</li> <li>• Review of shared governance</li> </ul>	
<p><b>Assessment Closing Date:</b></p>	<p>May, 2012</p>	
<p><b>Notes:</b></p>		