HLC Interim Report
2019

INSTITUTION: Hawkeye Community College
CHIEF EXECUTIVE OFFICER: Dr. Todd Holcomb
DATE SUBMITTED: September 1, 2019

ACTION: Address needs identified in the Comprehensive Quality Review Report concerning Core Component 4.B related to assessment processes and use of data.

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

AREAS OF FOCUS: (1) Effective processes for assessment of student learning and achievement of Institutional Learning Outcomes and program learning outcomes, and (2) how HCC has used the information gained from assessment to improve student learning.

Hawkeye is committed to providing students with a high-quality learning experience that supports student goals. The College believes that the assessment of student learning is central to continuous quality improvement for the institution so the HLC site visit and Comprehensive Quality Review Report served as a wakeup call to the College. The findings of the report generated new energy, focus and determination concerning the assessment of student learning. It was the start of a new relationship between the faculty and administration with the need for teamwork and mutual support being recognized and valued.

After reviewing the findings from the report, there was general consensus that the assessment of student learning needed to be ingrained in the regular activities of the College. The team was determined that there be a shift from the lackluster participation in "collecting data" to broad participation with a true appreciation for quality improvement in student learning through continuous examination of teaching practices. Because of these discussions, efforts were made to incorporate steps in the assessment process into established procedures, develop new procedures where needed, increase and improve clarity in our communication and build a more extensive support system.

The College addressed the first focus area identified by HLC by (1) reviewing the existing student learning outcomes and identifying where outcomes were lacking or written incorrectly, (2) updating processes to ensure learning outcomes are aligned, reviewed regularly and assessed systematically, (3) strengthening our data collection by providing to all faculty clear expectations, training and monitoring regarding assessment activities, (4) completing the assessment cycle (closing the loop) through data collection and analysis after a modification to assess the impact on learning and (5) improving communication of results back to faculty and to the college at large to keep the importance of effective student learning at the forefront of College efforts. As a result of these actions, assessment of student learning has become a common topic on campus, the understanding of how to perform assessments and why they are important has grown and, most importantly, results of assessments are being used to make changes to improve the student learning experience. The ultimate goal is to change the culture of the college to not only sustain all the work that has been done and will continue to be done but to one that values continuous quality improvement of student learning which ultimately will lead to student success.

This report also includes information provided by faculty about how they have utilized their assessment data to improve their teaching for learning in order to specifically address the second focus area. This step is referred to as "closing the loop" among the faculty and represents the culmination of a series of steps where learning is assessed, results are analyzed and a change is made if necessary to improve student learning. Students are assessed again to determine if learning was positively impacted. While the amount of "closing the loop" data presented in this report is modest, it is important to note that these data were almost non-existent in 2016. In addition, evidence is provided

of other data sources used by the College to support continuous quality improvement for student learning in an Executive Report.

CHANGING THE CULTURE

1. Foundations – Maintain appropriate student learning outcome statements and outcome mapping.
2. Structure – Provide clear instructions, clear processes, and clear expectations.
3. Support – Offer robust training and education.
4. Implementation – Get people involved.
5. Decisions – Use data for improvement of student learning.
6. Impact – Measure results after changes for continued improvement.
7. Systemic processes – Incorporate steps throughout College processes.

Focus Area One: Effective processes for assessment of student learning and achievement of Institutional Learning Outcomes and program learning outcomes

(1) The HLC evaluation team pointed out examples of missing learning outcomes or outcomes written in terms of what the program or course would provide rather than in terms of the skills and knowledge that a student completing the program could be expected to have attained. In order to address this concern and to improve assessment processes, a review of existing student learning outcomes at the course (SLO) and program (PLO) levels for appropriate use of Bloom's taxonomy was conducted by institutional research, academic deans, and faculty members on the curriculum and assessment committees. This review was important in order to assure that the foundational elements of assessment were appropriate by identifying where gaps occurred with inappropriately written or missing learning outcomes.

To assure the use of appropriate SLOs, syllabus review sessions are now conducted each semester for every section of all courses. At these sessions, the academic deans verify the use of syllabus templates which are pre-populated with the SLOs for each course (Appendix A). This also provides a mechanism for notifying faculty if SLOs are found that are in need of updating. The curriculum committee has worked with the assessment committee to establish expectations for learning outcomes so, as new courses or programs come up for approval, the outcomes are reviewed and entered as the SLOs for the syllabus template. The same occurs with course modifications subject to approval. SLOs are also reviewed during the third-year curriculum review that is part of a required five-year Academic Program Review (APR) cycle. This includes arts and sciences as well as career and technical courses. This work is carried out by the Curriculum Committee working with the faculty, academic deans and Vice President of Academic Affairs (VPAA) (Appendix B).

Student Learning Outcomes (SLO) Created by Relevant Faculty Maintained in Course Syllabus Templates Review Plan		
Step	**When**	**Who**
Syllabus Review Work	Each Semester	Deans
New Course Approval	As Needed	Curriculum Committee
Major Course Modification	As Needed	Curriculum Committee
Five Year APR Evaluation	Third Year of Cycle	Curriculum Committee

Updating of PLOs has been accomplished through the work of program faculty, program advisory committees, deans and the VPAA. The first seven Institutional Learning Outcomes (ILOs) serve as the PLOs for Arts and Sciences. Starting in the fall of 2017, a requirement for the review of PLOs by program advisory committees was instituted by making this a required agenda item as stated in the Advisory Committee Handbook (ACH).

The committees were asked if the PLOs accurately reflected their expectations of what a student should be able to do upon successful completion of the program. Their responses are used to determine if updating is needed. The ACH now includes the expectation that the committee review the PLOs at their regular fall meeting and the course maps to the PLOs at their spring meeting (Appendix C). The PLOs are also reviewed in the fifth year of the five-year APR cycle by the assessment committee, the academic dean and the VPAA (Appendix D).

Program Learning Outcomes (PLO) Created by Relevant Faculty Maintained in APR Document/Curriculum Database Review Plan		
Step	When	Who
New Program Approval	As Needed	Advisory Committee Curriculum Committee Deans VPAA
Program Modification Approval	As Needed	Advisory Committee Curriculum Committee Deans VPAA
Five Year APR	Fifth Year of Cycle	Assessment Committee Deans VPAA
Advisory Meetings	Every Fall	Advisory Committee Dean Program Faculty

(2) When an academic program comes to the curriculum committee, either as a new program or for modification, the curriculum committee co-chair, or another designee in the approval process, ensures that the program courses are mapped to PLOs and ILOs. This review confirms that the curriculum is appropriately aligned and that students in the program are being assessed at the SLO, PLO and ILO levels (Appendix E). This same review of learning outcomes and mapping is completed regularly during the third-year of the APR.

Learning Outcome Mapping Created by Relevant Faculty Maintained in Curriculum Database Review Plan		
Step	When	Who
New Course or Program Approval	As Needed	Advisory Committee Curriculum Committee Deans VPAA
Program Modification Approval	As Needed	Advisory Committee Curriculum Committee Deans VPAA
Five Year APR	Fifth Year of Cycle	Assessment Committee Deans VPAA
Advisory Meetings	Every Spring	Advisory Committee Dean Program Faculty

(3) In the spring of 2017, the assessment committee co-chairs worked with the VPAA and the Directors of the Brobst Center for Teaching and Learning and Institutional Research (IR) to establish a clearer and more user-friendly assessment process to reduce confusion among the faculty. Required elements and instructions are now housed in Canvas, the Learning Resource Management solution used by the College. Since all HCC courses must have an online presence, this is a location that is easily accessible and familiar to faculty. An "Assessment" shell was established that contains all of the assessment forms, rubrics for each of the eight ILOs,

and a number of resources to assist faculty including short explanatory videos. A Plan to Assess Student Success (PASS) Guide was updated and is available as an additional support for faculty (Appendix F). Help sessions are scheduled at the start and throughout the semester to allow designated time to complete the work (Appendix G). The process consists of four steps: (1) completion and submission of a planning form, (2) faculty assessment of student outcomes, (3) data submission and (4) completion of a Closing The Loop survey.

Step 1. Planning. This step captures the faculty member's plan for each semester by prompting deliberation about the semester's assessment project. The form has a deadline of the last school day of the first full month of the semester.

Step 2. Assessing Individual Student Outcomes. At this step, each faculty member (or in some cases groups of faculty) indicates the assessment instrument that was used, the expectations for proficiency, the individual student performance, and the ILO for which they were assessed. Once faculty have performed the assessment and determined the results for their students, they enter this information in the Canvas Gradebook for their specific class for reporting purposes. This step also identifies the appropriate dean that oversees the faculty member/course so that they can monitor faculty activity. After each semester, a data set is generated about student learning.

Step 3. By the end of each semester, faculty are to complete the third assessment step, Data. Faculty provide information about the number of students assessed, the number meeting expectations, their level of satisfaction with the results and what they plan to do next. If a faculty member is satisfied with the results, they are asked to either repeat the assessment to verify consistent results (limit of two repeats) or to assess another aspect of student learning. If they are not satisfied with the results, they are asked to brainstorm ways to improve student learning (modifications) to implement before the next assessment.

(4) Step 4 of the assessment process, the Closing the Loop Survey, is designed to capture changes and innovations faculty initiate in their courses to improve student learning. Completing the survey requires that the faculty member has administered at least two cycles of assessment for the same course in order to implement a modification and assess a second time to measure the impact of the modification. This form asks the faculty member to describe the modification and how it impacted student learning. The survey asks faculty to reflect on what they learned in the process.

These four steps represent the new assessment system implemented since the 2016 HLC report. Faculty have been asked to file more assessment data than previously was the case and the overall response to the system has been positive. Teachers have noted that they appreciate the simplicity of the forms and the clearer expectations about assessment and explicit due dates.

(5) A regular mechanism for disseminating assessment data, results, and plans for action were minimal at the time of the 2016 site visit. This information is now being shared to the faculty at-large during two required faculty in-service days. Last year, the 2018 Executive Report of assessment activity and data was prepared that provides a summary of faculty assessments and assessment related information from other sources (Appendix H). The AY2019 report will be completed by December 2019. While some of this information had been shared with the Board of Trustees through various Ends Reports, there has been little sharing of the information more broadly to the College. The Annual Executive Summary was written as a way to share information to the College as well as faculty. A plan to convert the assessment rubric that was included in the College's Systems Portfolio into a dashboard is also under development and will be shared through the Academic Affairs MyHawkeye page by December 2019.

Support and Training

In order to truly institutionalize the assessment processes, adequate support and training were identified as critical to success. Responsibilities of existing staff and committees related to assessment work were made clear and additional support positions were added. The following provide the core support for assessment work:

Assessment Committee
- Provides faculty leadership, perspective, consultation and feedback pertaining to assessment procedures and instruments.
- Provides training to support the four-step assessment process through work sessions.
- Collects and organizes assessment data and makes presentations to faculty about the overall results of their efforts.
- Works with IR to coordinate the five-year APR process.

Curriculum Committee
- Reviews SLOs and PLOs for courses and programs that are new or being modified before approval.
- Documents the mapping of learning outcomes.

New Faculty Orientation
- Emphasizes learning-centered instruction and fundamentals of good instructional design including the use of formative and summative assessment techniques.
- Provides practical examples of assessment practices.
- Direct faculty to focus on learning outcomes at the course, program, and institutional level.

Faculty Induction & Mentoring
- Offers "Assessment of Student Learning" as one of four required workshops (Appendix I).
- Aids faculty in the development of an assessment roadmap for one of their courses by aligning assessments and activities in the course with course, program, and institutional learning outcomes.

Assessment Faculty Fellows
Two faculty members are given release time and/or a stipend to provide targeted professional development opportunities, resources, and individual consulting to support assessment efforts at the College. One of the Fellows works primarily with adjunct and concurrent enrollment faculty. Their duties are stated in their job description with the expectation of documentation of their work (Appendix J).

Institutional Research and Accreditation Office
- Assists most aspects of the assessment process by providing technical and data support.
- Administers SENSE and CCSSE
- Maintains the APR process through the administration of Proview2.

Focus Area Two: How HCC has used the information gained from assessment to improve student learning

With a sporadic history of assessment by a small group of primarily liberal arts faculty, the goal the College set for AY18 was to train and get all full-time faculty involved in assessment work. The goal for AY19 was to extend training and assessment expectations to adjunct and concurrent enrollment faculty. The number of planning forms submitted more than doubled from AY18 to AY19 with a growth of 225%. The total number of assessments grew by 169% from 2,490 in AY18 to 4,214 in AY19, the number of student assessments grew by 1,001 or 49% and the number of courses grew by 87 or 51%.

Academic Year Course & Student Assessment Activity
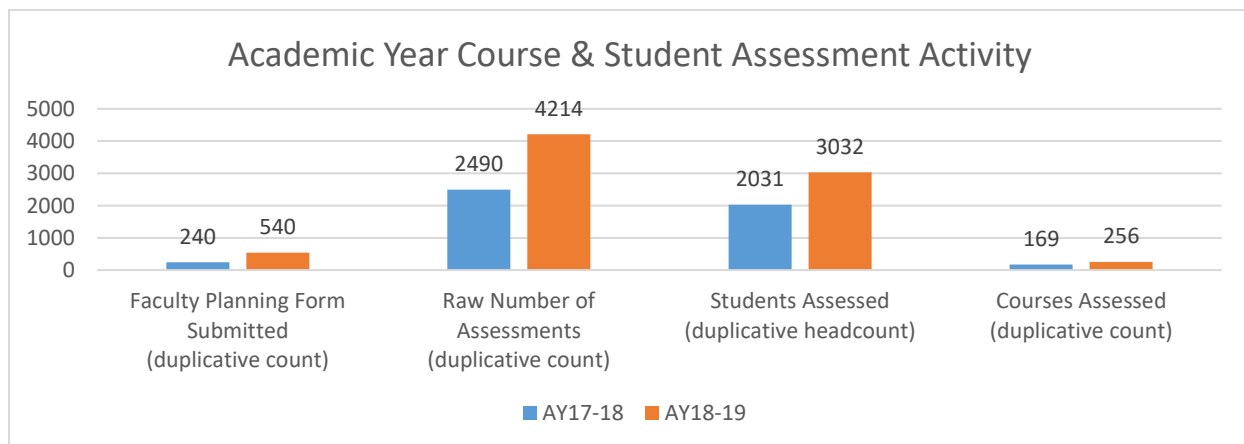
Results of AY18 faculty assessments of ILOs indicated that the greatest gaps in student mastery were in Quantitative Reasoning and Critical Thinking/Problem Solving. Similar results are being seen as AY19 data is

being submitted. The focus for AY20 is Critical Thinking/Problem Solving so the August 2019 Faculty In-Service featured an activity for all faculty to participate in an escape room where teams were required to solve puzzles and math problems to find a solution to a scenario. The activity was followed up with a debriefing session and two breakout sessions for faculty interested in using the escape room concept in their classrooms. The escape room kits are now available for check-out at the library. The data below were presented to the faculty as evidence of the challenges the College faces with respect to the two ILOs touched by the escape room activity, Quantitative Reasoning and Critical Thinking/Problem Solving. The VPAA is assigning a task force to provide additional ways that the two identified ILOs can be supported through campus-wide initiatives and activities. A third-party assessment tool will also be researched by this committee.

Fall 2017	Number assessed	Percent of total	Number passed	Percent passed
ILO Artistic Expression	45	3%	43	96%
ILO Communication	84	5%	68	81%
ILO Community/Global Awareness	264	17%	203	77%
ILO Critical Thinking/Problem Solving	502	32%	365	73%
ILO Individual Development	156	10%	139	89%
ILO Information Management	46	3%	36	78%
ILO Quantitative Reasoning	180	11%	120	67%
ILO Workplace Application of Skills	312	20%	260	83%

| Spring 2018	Number assessed	Percent of total	Number passed	Percent passed
ILO Artistic Expression	19	2%	18	95%
ILO Communication	88	10%	77	88%
ILO Community/Global Awareness	95	10%	73	77%
ILO Critical Thinking/Problem Solving	344	37%	260	76%
ILO Individual Development	167	18%	144	86%
ILO Information Management	7	1%	6	86%
ILO Quantitative Reasoning	144	16%	107	74%
ILO Workplace Application of Skills	62	7%	50	81%

Data for the final step in the assessment process, Closing the Loop, was collected for the first time using the new assessment process. Faculty who had completed one assessment, made a modification, and conducted another assessment were asked to report on what change they made and if the change made a difference in student learning. Eighty-four percent of full-time faculty submitted closing-the-loop reports for AY 18 (91 faculty members) that included 184 sections of 98 unique courses. AY19 data collection will be completed this coming fall 2019 so those data are not included in this report. The 2019 data will include full-time, adjunct and concurrent enrollment faculty reports in line with the timing of the assessment training provided to each of these groups.

Closing the Loop Count AY17-18
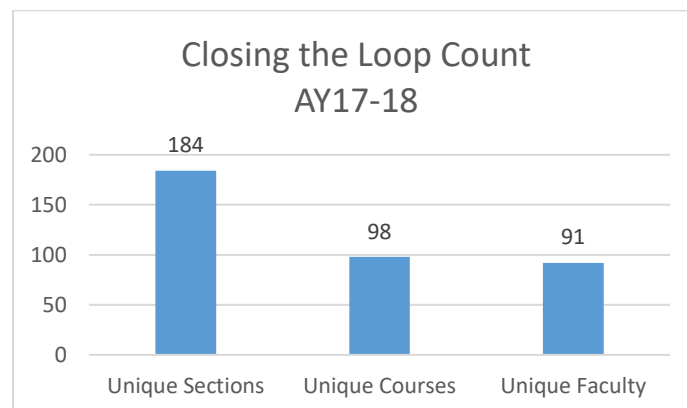
The closing-the-loop survey consists of open-ended questions with narratives provided by the faculty. Faculty reported changes that fell into eleven themes (some changes registered in more than one theme) as identified by the VPAA, deans and director of IR. The themes noted will be used to create a drop-down menu for the next reporting cycle to help streamline the process and make data analysis easier. The faculty will still have the opportunity to enter the change they make as an "other" with an explanation and the drop-down menu will be modified as more data is collected and themes identified.

Modification Tested Through Assessment	Number of Faculty Reporting
Modified Exam or Assignment	18
Added hands-on and/or other activities	2
Spent more time on topic	17
Changed teaching methodology	18
Provided additional instruction	12
Modified the learning environment	1
Clarified expectations	10
Added and/or modified resources	6
Made a curriculum modification	1
No change was needed	7
Repeated assessment with no change	21

It is encouraging to note that many faculty provided valid responses to this first-time reporting cycle indicating that they were able to close the loop either by attempting a change or finding that no change was needed as students were demonstrating proficiency in the knowledge/skill being tested. The largest response category fell into "Repeated assessment with no change" since faculty were allowed to retest with no change to determine the validity of the results they got with the first assessment. After seeing the results, many of these faculty indicated that they would make certain changes in the future but, since the changes had not yet occurred, they were not included with the themes in this report. Faculty responses to whether the changes they made improved student learning indicated that almost 60% saw an improvement in student learning outcomes, almost 36% were uncertain and 5% said the change did not improve student learning. All faculty are encouraged to consider their results and either continue with the same assessment for further improvement or move to a new assessment of learning if they are satisfied with their results.

Closing the Loop - Do you believe the changes you made improved student learning?…

Yes	No	Uncertain
53	5	33
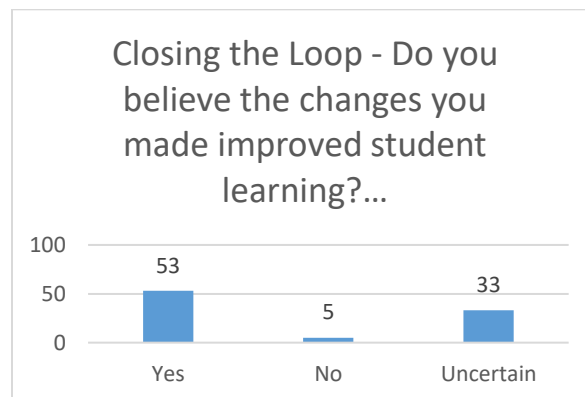
The College is committed to making the assessment of student learning a robust process to support continuous quality improvement. While much work has been done and the foundations for a new culture have been laid, the College recognizes that efforts must persist to sustain and grow from where we are today. We look forward to demonstrating our continued progress in the Assurance Argument we will be providing to HLC in 2021.

APPENDIX A: SYLLABUS TEMPLATE

HAWKEYE COMMUNITY COLLEGE

Course Number: DSL 831
Course Title: Preventative Maintenance
Credit Hours: 4.00
Lecture Hours: 32.00
Lab Hours: 64.00
Clinical Hours: 0.00
Co-Op Hours: 0.00

Course Description

This course covers routine and extended vehicle maintenance. The course will also cover information on general pre-operational checks and performing planned maintenance repairs to vehicles. Course will also cover DOT inspections, air and hydraulic brake systems, basic SMAW welding and oxy/acetylene cutting.

Course Requisites

P - Prior Completion
AGM 124 Technical Procedures for Power Mechanics Technicians Minimum Grade (D-)

Course Goals

1. Explain theory of brakes and how to perform a brake job.
2. Explain theory of suspension and items to inspect while servicing a vehicle.
3. Explain the theory of steering, inspection, and testing.
4. Prepare students to service equipment per manufacturer guidelines.
5. Demonstrate the procedures of shielded metal arc welding to prepare student to use this equipment.
6. Prepare students to use oxyacetylene cutting equipment.
7. Describe current techniques used for maintenance scheduling.

Student Learning Outcomes

Upon successful completion of this course students will be able to:

1. Explain Hydraulic brake components and their functions.
2. Replace brake shoes and pads.
3. Explain air brake components and their functions.
4. Rebuild a foundation brake.
5. Explain the differences in suspension systems.
6. Explain maintenance schedules for different operations.
7. Perform maintenance on equipment.
8. Demonstrate the ability to perform shielded metal arc welding.
9. Demonstrate the ability of oxyacetylene cutting.

Topics

1. Hydraulic Brakes
2. Air Brakes
3. Suspension Systems
4. Preventive Maintenance
5. Welding

Associated Institutional Outcomes

1. WORKPLACE APPLICATION OF SKILLS

Associated Program Outcomes

None

Required Course Elements

Instructional Materials:
Required textbook.

Assessment of Learning:
Instructor discretion.

Grading Policies:
Instructor discretion.

In Common / Signature Assignments:
N/A

Student Accessibility Statement

Hawkeye Community College believes that disability is a naturally occurring aspect of humanity's diversity and is an integral part of society and the college. Hawkeye believes in working collaboratively with students, faculty, and staff to provide accessible and equal opportunities for all students. Students with disabilities are encouraged to connect with the Student Accessibility Services Office to begin the individualized process of determining reasonable accommodations. For further information, contact the Student Accessibility Services Coordinator at 319-296-4014 or accessibility@hawkeyecollege.edu. Forms and additional information are available through our website at https://www.hawkeyecollege.edu/students/services/accessibility-services

Nondiscrimination Statement

Hawkeye Community College does not discriminate on the basis of sex; race; age; color; creed; national origin; religion; disability; sexual orientation; gender identity; genetic information; political affiliation; or actual or potential parental, family, or marital status in its programs, activities, or employment practices. Veteran status is also included to the extent covered by law. Any person alleging a violation of equity regulations shall have the right to file a formal complaint. Inquiries concerning application of this statement should be addressed to: Equity Coordinator and Title IX Coordinator for employees, 319-296-4405; or Title IX Coordinator for students, 319-296-4448; Hawkeye Community College, 1501 East Orange Road, P.O. Box 8015, Waterloo, Iowa 50704-8015; or email equity-titleIX@hawkeyecollege.edu.

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APPENDIX B: CURRICULUM COMMITTEE FACULTY INFORMATION PACKET

Guidelines for Revising a Course Guide

Course Goals
These are broad and guiding statements of what the **course** and **instructor** intend to accomplish.

Student Learning Outcomes (SLOs)
These are statements of what *students will be able to do upon successful completion of the course.*

In the past, many courses were written with 30+ specific outcomes tied directly to a very detailed outline. While the number and specificity of outcomes may vary by discipline, just 4-8 outcomes reflecting the most important "take-aways" is recommended in most assessment literature. Outcomes need to be measurable.

Topics
This may be written in outline format or a simple list of the **required topics that all sections of a course must address**. Level of detail may vary by discipline. Topics and Student Learning Outcomes no longer need to match point by point.

Associated Institutional Outcomes
All courses are to be mapped to the institutional outcomes. This section will list the outcome(s) to which the course is mapped. If a course is mapped to an outcome, it is expected that the course will be able to provide assessment data for that outcome. **Reminder: Faculty should <u>not</u> make changes to the associated institutional outcomes on the syllabus template. All changes to mapping must take place through the curriculum change process**.

Associated Program Outcomes (CTE only)
Just as each course is mapped to the Institutional Outcomes, each CTE course is also mapped to specific program outcomes (statements of what the students will be able to do upon successful completion of the program).

Required Course Elements
This is the place to describe **requirements common to all sections of this course**.

- **Instructional resources** – Most common: Required Text
  Required in-common reading materials, software or equipment is listed here. "All sections of this course utilize the same textbook." Or, a specific number and/or type of additional readings may be specified. For example, a history course may specify 3 additional readings which must be novels or biographies.
- **Assessment of learning** – Most common: Instructor Discretion
  Specify if there is a common assessment tool/test/rubric/activity that all sections of the course will use to assess the course, program and/or institutional outcomes.
- **Grading policies** – Most common: Instructor Discretion
  Specify if there is a common grading policy/procedure/scale to be utilized by all instructors.
- **Common/signature assignments** – Most common: N/A
  Specify any common assignments that all sections of the course must utilize. This may or may not overlap with the tool/test specified in the **Assessment of Learning** section. There may be a common assignment or assignment type that is not necessarily used for larger assessment purposes. For example, the psychology faculty could decide that all sections of Intro would require students to participate as a subject in psych research online because they think that it's an important experience, but they might not collect assessment data from that assignment nor grade it the same way. Or, the history faculty may require that each additional required reading be accompanied by an essay-type assignment because they believe it important to have students write.

The common assessment tools and/or common assignments may be most important for NACEP purposes (courses offered in high schools and taught by multiple instructors) in order to maintain consistency.

SIMPLE

COMPLEX

Critical Thinking

Application

Evaluation

Synthesis

judge
appraise
evaluate
rate
compare
value
revise
score
select
choose
assess
estimate
measure
consider
conclude
weigh
criticize
assess

Analysis

compose
plan +
propose
design +
formulate
arrange
assemble
collect
construct
create
set up
organize
prepare
solve +
produce +

Comprehension

distinguish
analyze
differentiate
appraise
calculate
experiment
test
compare
contrast
criticize
diagram
inspect
debate
inventory
question
relate
solve
examine
categorize
discriminate
deduce
put into list
describe
classify
categorize

interpret
apply
employ
use
demonstrate
dramatize
practice
illustrate
operate
schedule
shop
sketch
organize
reconstruct
solve
transfer
generalize
choose
classify
calculate

Knowledge

translate
restate
discuss
describe
recognize
explain
express
identify
locate
report
review
tell
change
rearrange
give example
illustrate
comment
transform
demonstrate
infer
generalize
interpret
summarize

define
repeat
record
list
name
relate
underline
recall
inquire
record
recognize
match
memorize
select
distinguish
identify
label

Knowledge To remember previously learned material.
Recall:

Comprehension: To grasp the meaning of the knowledge being learned and be able to paraphrase or explain it.

Application: The ability to use learned information and materials.

Analysis: The ability to break material down into its elements or parts so that its organizational structure may be understood.

Synthesis: The ability to combine previous experience with new material to form a structure.

Curriculum Proposal Sign-off Sheet

This form is to be completed prior to beginning any proposals within the CurrIQunet system. Please list the course(s) on the form next to the proposal type by discipline code and number. For example, MAT 063 would be listed for Elementary Algebra. The form can be used for multiple proposals.

1. Type of curriculum being developed-circle correct option(s):
   a. CAR _____
   b. Course Modification _____
   c. New Course _____
   d. Program Modification _____
   e. NOI – Notice of Intent – this is necessary to begin a new program
      [Note: An informal report needs to be presented to the committee prior to beginning the NOI.]
   f. New Program

2. Provide the dean with the original course guide and a word document for a Course level proposal that contains the proposed changes. Regardless of what is being changed, the SLOs will be reviewed to make sure they adhere to college guidelines. The middle column is to be completed by the faculty member.

	Changing-Circle Correct Response	Reviewed by Dean
Credit/Contact Hours	Yes No	
Course Description	Yes No	
Course Goals	Yes No	
Student Learning Outcomes	Yes No	
Topics	Yes No	

3. Provide the dean with a word document for a Program level proposal that contains the proposed changes. The middle column is to be completed by the faculty member.

	Changing-Circle Correct Response	Reviewed by Dean
Program Learning Outcomes	Yes No	
Program of Study/Course Sequence	Yes No	
Steering Committee/Advisory Committee (new program only)		

4. Contact one of the Curriculum Committee Chairs with your intentions of starting a proposal. At this time, it will be confirmed that the appropriate proposal(s) has been selected and explain the steps in the process from start to finish.

Faculty Signature _____ Date _____

Dean Signature _____ Date _____

Co-chair Signature _____ Date _____

If a proposal is started within the system, but not launched within 4 weeks, it will be subject to being removed from the system. A proposal will also be subject to removal from the system if it has been started without providing the above information to your respective dean and one of the co-chairs.

APPENDIX C: ADVISORY COMMITTEE HANDBOOK MEETING AGENDA TEMPLATE

[PROGRAM NAME] Advisory Committee
[DATE]
[TIME]
[LOCATION]
<u>MEETING AGENDA</u>

1. Call to order
2. Welcome
3. Roll call/Introductions
4. Approval of previous meeting minutes
5. Instructions/ Adoption of the agenda
6. State of the College/School
7. Unfinished business
    a. Report on Response to Previous Committee Recommendations – Recommendation Update Form
    b. Other
8. Reports
    a. Enrollment (R)
    b. Retention/Attrition(R)
    c. Graduation(R)
    d. Board pass rates (R for programs with board exams)
    e. Accreditation (R for accredited programs)
    f. Review Advisory Committee survey results (R in fall)
    g. Review program learning outcomes (R in fall)
    h. Review assessment mapping (R in spring)
    i. Grants/initiatives (O)
    j. Concurrent enrollment(O)
    k. Professional development activities(O)
    l. Student activities(O)
    m. Other
9. New business
    a. Review curriculum/program/courses
    b. Assess equipment/facilities
    c. Other
10. Recommendation Summary Form
11. Plans for next meeting
12. Other items
    a. Reminder to complete Advisory Committee survey sent via email each summer. (R in Spring)
13. Adjourn

R= Required
O=Optional

Instructional-CTE

Digital Mass Media

Academic Program Review

Proview²

HAWKEYE
COMMUNITY COLLEGE

13. How is student learning assessed with regard to the program learning outcomes? Provide an example(s) of an assessment activity for each PLO (Program Learning Outcome).

Current Faculty Response(s)

The program learning objectives are as listed below. Each is followed by an example of an assessment activity used recently:

Be prepared for entry into the multimedia production field for a variety of positions including videographer, short film producer, video journalist, audio production and multimedia marketing.

In Introduction to Website Dynamics the final major project requires students to build their own website and use it to market themselves to potential employers.
The website must contain a variety of pages that demonstrate skills they have learned that far in the program. So, there would be a short film page, a digital photography page, a page exhibiting some materials prepared for their Digital Print Production class and a page with examples of audio projects completed in Audio Production I.

Possess extensive technical knowledge and skills blending the art and science of multimedia production, including but not limited to mastering exposure control, achieving desired color balance, motion control and proper frame rate execution as well as mixing and managing audio level for a variety of applications.

Students completing Video Production I will complete a "music video" that entails executing all the aforementioned skills and with their own creative "twist" applied in the creation of the concept for the video.

Have gained hands-on experience with the latest industry-standard software across a wide variety of media production models used in both production and delivery of content and information.

In Video Production I students use both Adobe Premiere Pro, the industry standard video production software, and Audacity, an audio production program to blend audio and video into a complete project delivered both as an online link and a universal media file on a jump drive.

Be able to use variety of communication methods that will help them achieve a desired reaction whether that be to inform, drive sales or entertain.

In Audio Production I, students are required to produce a mock radio commercial for a local business.

Have developed advanced storytelling skills with the purpose of delivering a message in the most effective method and mode possible to achieve a desired feeling or reaction.

Students in Survey of Commercial Video complete a television commercial for a product of their choice directed at a specific audience with a specific intent.

Gained the tools, information and processes necessary to finalize projects and deliver them to clients and consumers in a variety of different mediums. Students will be able to complete well-polished products within the budget restrictions applied and in a timely manner.

The final project for all students is a digital "reel" with numerous examples of the types of work they have completed. In addition to the final "reel" itself, there would be a number of projects worked on that met time and budget restrictions and met a high-standard final output criteria. This "reel" is to be delivered via their website, other online links to say, a YouTube channel and as a "hard copy" on either a disk, jump drive or Secure Digital media.

APPENDIX E: MAPPING OF PROGRAM COURSES TO PROGRAM LEARNING OUTCOMES

All Fields

HAWKEYE
COMMUNITY COLLEGE
All Fields
Ag Power Technology

Main

Title Ag Power Technology
Division Applied Sciences & Tech

Co-Contributor(s)

Contributor

- Lawrence, Gregory (gregory.lawrence@hawkeyecollege.edu)

Program Outcomes

Outcome

1. **Work Safely and responsibly within safety and environmental guideline standards for a heavy equipment shop.**
   Outcome Mapping
   - AGM 111 - Gas Engine Rebuild
   - AGM 124 - Technical Procedures for Power Mechanics Technicians

2. **Apply theory and principles for proper maintenance, diagnosis, and repair of systems and components related to the construction, agricultural, and transportation industries.**
   Outcome Mapping
   - AGM 104 - Electricity
   - AGM 111 - Gas Engine Rebuild
   - AGM 113 - Hydraulics I
   - AGM 224 - Hydraulics II
   - AGM 333 - Electronics
   - AGM 408 - Power Transfer Systems
   - AGM 417 - Ag Equipment Repair
   - DSL 377 - Diesel Engine Rebuild
   - DSL 415 - Electronics II
   - DSL 447 - Diesel Fuel Systems
   - DSL 831 - Preventative Maintenance

3. **Recognize potentially hazardous situations in the industrial workplace.**
   Outcome Mapping
   - AGM 104 - Electricity
   - AGM 111 - Gas Engine Rebuild
   - AGM 113 - Hydraulics I
   - AGM 124 - Technical Procedures for Power Mechanics Technicians
   - AGM 224 - Hydraulics II
   - AGM 333 - Electronics
   - AGM 408 - Power Transfer Systems
   - AGM 417 - Ag Equipment Repair
   - DSL 377 - Diesel Engine Rebuild
   - DSL 447 - Diesel Fuel Systems
   - DSL 831 - Preventative Maintenance

4. **Trouble shoots and resolve equipment malfunctions.**
   Outcome Mapping
   - AGM 111 - Gas Engine Rebuild
   - AGM 224 - Hydraulics II
   - AGM 408 - Power Transfer Systems
   - AGM 417 - Ag Equipment Repair
   - DSL 377 - Diesel Engine Rebuild
   - DSL 415 - Electronics II
   - DSL 447 - Diesel Fuel Systems
   - DSL 831 - Preventative Maintenance

5. **Disassemble and assemble various components used in the Diesel Industry to manufacturers' standards.**
   Outcome Mapping
   - AGM 111 - Gas Engine Rebuild
   - AGM 113 - Hydraulics I
   - AGM 224 - Hydraulics II
   - AGM 417 - Ag Equipment Repair

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- DSL 377 - Diesel Engine Rebuild
- DSL 415 - Electronics II
- DSL 447 - Diesel Fuel Systems
- DSL 831 - Preventative Maintenance

6. **Identify, care for and use hand and power tools.**
   Outcome Mapping

   - AGM 111 - Gas Engine Rebuild
   - AGM 124 - Technical Procedures for Power Mechanics Technicians

7. **Diagnose and repair electrical components and wiring used in the diesel industry.**
   Outcome Mapping

   - AGM 104 - Electricity
   - AGM 224 - Hydraulics II
   - AGM 333 - Electronics
   - DSL 415 - Electronics II
   - DSL 447 - Diesel Fuel Systems

8. **Diagnose and repair hydraulic components used in the diesel industry.**
   Outcome Mapping

   - AGM 113 - Hydraulics I
   - AGM 224 - Hydraulics II
   - AGM 417 - Ag Equipment Repair

HAWKEYE
COMMUNITY COLLEGE
All Fields
DSL 831 - Preventative Maintenance

Proposal Information

Originator Lawrence, Gregory

Start Year 2018

Semester Fall

Rationale

Modifying an existing 7 credit hour course to a four-credit hour course and covering the same material covered in AGM127 Equipment Maintenance, and a three-credit hour course to cover more electronics.

Co-Contributor(s)

Contributor

General Course Info

Course Number 831

Discipline DSL

State Course Title Preventative Maintenance

Short Title Preventative Maintenance

(Limited to 29 characters/spaces)

Student Learning Outcomes

Outcomes

1. **Explain Hydraulic brake components and their functions.**
   List Item Type Outcome

   Parent Outcome/Group

   Institutional Learning Outcome Mapping

2. **Replace brake shoes and pads.**
   List Item Type Outcome

   Parent Outcome/Group

   Institutional Learning Outcome Mapping

3. **Explain air brake components and their functions.**
   List Item Type Outcome

   Parent Outcome/Group

   Institutional Learning Outcome Mapping

4. **Rebuild a foundation brake.**
   List Item Type Outcome

   Parent Outcome/Group

   Institutional Learning Outcome Mapping

   - **WORKPLACE APPLICATION OF SKILLS**
     Students will synthesize technical skills and industry knowledge to succeed in a simulated work environment.

5. **Explain the differences in suspension systems.**
   List Item Type Outcome

   Parent Outcome/Group

   Institutional Learning Outcome Mapping

6. **Explain maintenance schedules for different operations.**
   List Item Type Outcome

   Parent Outcome/Group

   **Institutional Learning Outcome Mapping**

7. **Perform maintenance on equipment. List**
   Item Type Outcome

   Parent Outcome/Group

   Institutional Learning Outcome Mapping

   Demonstrate the ability to perform shielded metal arc welding.

   List Item Type Outcome

   Parent Outcome/Group

   Institutional Learning Outcome Mapping

   Demonstrate the ability of oxyacetylene cutting.

   List Item Type Outcome

   Parent Outcome/Group

   Institutional Learning Outcome Mapping

APPENDIX F: SCREENSHOTS FROM PLAN TO ASSESS STUDENT SUCCESS (PASS) GUIDE
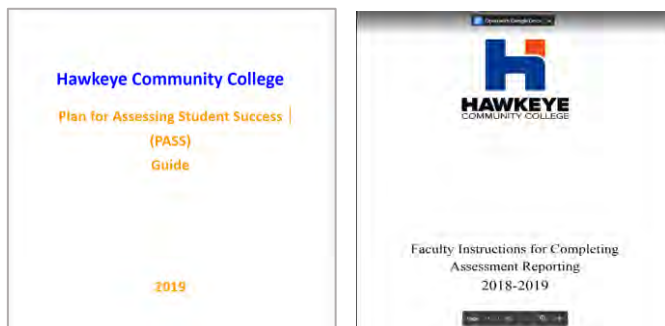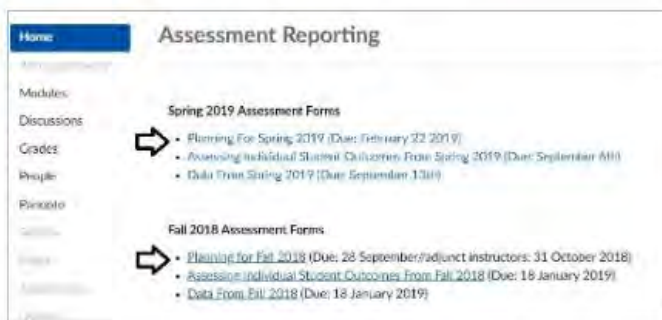

Planning Form

This form lets us know what you are choosing to take a look at, as well as your goal for your students. What threshold would you like them to achieve? It is due approximately one month into the semester.
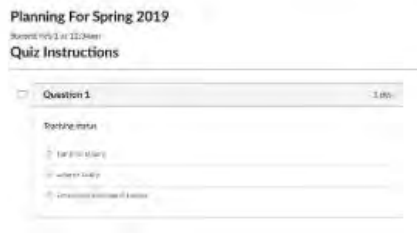
1. Go to the Assessment Reporting Shell in Canvas.

2. Click on the Planning form for the semester you need.

3. Complete the quiz. (Note: You will need the official course designation (i.e. SPC101, a copy of the syllabus or course guide, and if you are teaching a CTE course, the program learning outcomes.)

APPENDIX G: AY20 ASSESSMENT HELP SESSION SCHEDULE

UPCOMING ASSESSMENT DATES

Check Off	Due Dates	Spring 19 Forms
	Friday, September 6th:	Spring Assessing Individual Outcomes Due
	Friday, September 13th:	Spring Data Form Due & Closing the Loop 2018-19 Recommended Deadline
		Fall 19 Forms
	Friday, September 20th:	Fall Planning Form Due
	Friday, January 24th, 2020:	Fall Assessing Individual Outcomes Due
	Friday, January 31st, 2020:	Fall Data Form Due & Closing the Loop 2018-19 Recommended Update Day
		Spring 20 Forms
	Friday, February 7th, 2020:	Spring 2020 Planning Form Due
	Friday, September 4th, 2020:	Spring 2020 Assessing Individual Outcomes Due
	Friday, September 11th, 2020:	Spring Data Form Due & Closing the Loop 2019-20 Recommended Deadline

ASSESSMENT SUPPORT & RESOURCES

- Assessment Support for Faculty & Adjuncts Every Friday From Noon – 1 PM in Library 221
- Assessment Support Sessions can also be scheduled for individuals, groups, and departments. Please contact Aaron Narigon, Dee Ulrich, or Roxanne Heimann to set up a Support Session.
- Tutorials and a printable Step-by-Step Assessment Guide are available in the CANVAS Assessment Shell

APPENDIX H: EXCERPT FROM EXECUTIVE ASSESSMENT REPORT (PAGES 21-23)

Hawkeye Community College
Executive Assessment Report
AY 2018

What we learned

Direct Assessments

While the direct assessment data provided by faculty are not complete for the academic year, there is consistency between the two semesters of quantitative reasoning, community/global awareness and critical thinking/problem solving being the most challenging areas of learning for Hawkeye students.

Board exams – Four of the 14 board exam results met the goal of a 95% pass rate. Six had the lowest pass rates falling between 71% and 79%.

Indirect Assessments

High values and positive trends are seen for all of the advisory committee survey questions. Several of these questions are complex making it difficult to gain a complete understanding of each of the elements of the question. A positive or flat trend is seen for all of the graduate exit survey items. Many have responses of "strongly agree" and "agree" above 95% so the variations are only slight. Of interest is the question about teamwork, leadership and ability to negotiate from the advisory committee survey for which an improvement from 74.12% to 91.89% is seen over the five years. The results for both survey instruments strongly support the quality of the programs. Both indicate the existence of continuous quality improvement with the positively trending data. The strongest improvement in both surveys was related to teamwork.

The CCSSE data show a flat or somewhat positive trend for acquiring job or work-related knowledge and working effectively with others. These results correlate well with the Advisory Committee and Student Exit survey results. A somewhat negative trend is seen for thinking critically and analytically, speaking clearly and effectively, writing clearly and effectively and solving numerical problems. These items have values in the Student Exit Survey that indicate higher satisfaction in these areas indicating growth with additional program coursework.

The Alumni Employment Survey data show flat or somewhat negative trends for all items except using basic computer skills. These data have not been used robustly in the past due to the low return rates typically seen. However, these results indicate a need to monitor this information more closely in the future.

What we will do

- This is the first year of implementation of the new, more robust, faculty assessment process. This first year also marks the beginning of more action and better monitoring of student learning outcome assessments. As faculty begin to review their data, consider ways to enhance student learning and begin "closing the loop", data for the ILOs should improve. This is the first annual executive report that pulls information together from various sources. Having more comprehensive information easily accessible to faculty and other college staff and administrators

will allow for improved monitoring of improvements, or lack of improvements, in the mastery of ILOs by Hawkeye students.

- Training to date has been focused on full-time faculty to ensure understanding of assessment and the new assessment process. Next academic year, efforts will be added to train adjunct and concurrent enrollment faculty in the assessment process. This will require additional manpower so this will be a challenge that needs to be resolved before the start of the next academic year.

- The college used to employ the Collegiate Assessment of Academic Proficiency as a third-party exam to complement and validate the faculty-constructed assessment instruments. With the discontinuation of the CAAP Exam by ACT, the college will look for another third-party exam to take its place.

- Survey questions will be modified so that they align with the SLOs and ask about single traits as opposed to a grouping of traits. Trend data using the current questions is adequate so the time is good to alter the questions. The current data as reported here provide satisfactory assessment results.

- Survey data will be analyzed at the program level more in the future as part of the Academic Program Review process.

APPENDIX I: FACULTY INDUCTION AND MENTORING

Extended Hours August 26 - 30, 2019

The following offices, located in Hawkeye Center, will have extended hours: Admissions , Business Office, Financial Aid, Student Services, and Testing.

Monday- Thursday 7:30am- 6:00pm
Friday 7:30am- 4:30pm

H HAWKEYE
COMMUNITY COLLEGE

Home / Faculty & *Staff* / Teaching & Learning Services / **Faculty Induction and Mentoring**

Faculty Induction and Mentoring

The Faculty Induction and Mentoring program, coordinated by the Brobst Center for Teaching and Learning Services, is a two-year program for all new full-time faculty.

The program is designed to build positive relationships through mentoring by faculty and administrators to facilitate learning and to strengthen the likelihood of teaching success and faculty and student retention through learning, modeling, and guided practice of research-based instructional practices.

New Faculty Courses and Workshops

New full-time faculty must complete the following courses and workshops during the first two years:
- New Faculty Orientation including Canvas Basic Orientation
- Teaching for Learning@ Hawkeye
- Assessment of Student Learning
- Strategies for Effective Online Learning
- History & Philosophy of the Community College

These learning opportunities will be held on Tuesdays from 3:00-5:00pm unless otherwise noted.

Pre-registration is required.

New Faculty Mentoring

Along with the above courses and workshops, new full-time faculty must complete two years of mentoring with their mentor assigned by the Brobst Center for Teaching and Learning Services.

Mentors have at least three years of teaching experience and the respect of their colleagues and students, they are trained in instructional coaching to support new full -time faculty in developing their unique talents and skills, and they come from outside the mentee's department.

Our goal is to help new full-time faculty become consciously competent in the development of their teaching for learning practices.

Mentors and mentees are expected to meet at least once per month. Meeting dates and collaboration logs will be

provided to the Brobst Center director for verification purposes.

Year One Focus

- Assist mentee in the development of a teaching phil osophy.
- Support mentee in planning instruction.
- Guide mentee, through use of reflective questioning, to identify their strengths and areas for improvement in teaching.

At the end of year one, the mentee will have a written teaching philosophy.

Year Two Focus

- Coach the mentee's instructional practice to be aligned with their teaching philosophy developed during year one.
- Support the mentee in understanding Hawkeye's Quality Faculty Plan.
- Guide the mentee as they create a teaching portfolio.

At the end of year two, the mentee will have a written teaching portfolio.

Becoming a Mentor

Remember what it was like to be a new faculty member? Did you feel as though you'd been dumped into a black hole of preparation, policy, and practices that you had little clue about? Did you find someone to help you or did you wish you had?

Every new full -time faculty member and every experienced faculty member trying something new at Hawkeye deserves to have a strong support syste m. Mentors are coordinated and trained through the Brobst Center for Teaching and Learning Services. Currently, we have mentoring for new full -time instructors.

The goal of mentoring is to provide instructional coaching, support, and resources from experienced teachers to help new full-time faculty:
- Articulate their teaching philosophy.
- Use their strengths to be the best teacher they can be.
- Plan, implement, reflect, and improve on their teaching practices.

To become a mentor, you must have the following quali fications :
- Have at least three years of teaching experience at Hawkeye and the respect of your colleagues and students.
- Have good listening behaviors, reflective questioning skills, and an approachable demeanor.
- Realize they don't have all the answers and certainly not the only answer.
- Are curious learners who are willing to do the reflective work necessary to improve their own teaching practice.
- Lead through example.
- Are familiar with the resources and research that can support their mentee.

Mentors work with their mentee every four to six weeks for the first two years of the mentee's employment at Hawkeye. They also meet with the director of the Brobst Center for Teaching and Learning Services two or three times a year for training in instructional coaching and dialogue about strategies, current challenges, etc.

If selected to be a mentor you will be matched with a new faculty member from an outside department and often

times, outside your division.

It is assumed that new faculty also receive support from the department in which they teach on operational issues as well as curriculum and instructional support.

Benefits for the Mentor

There is so much in it for you! Other mentors have found their mentor-mentee relationship as one of the most meaningful things they have done professionally. Mentors often say they hope they·ve given at least as much as they"ve taken from the experience.

And if that's not enough, you can receive credit for being a mentor on the Quality Faculty Plan.

Interested?

Contact the director of the Brobst Center for Teaching and Learning Services to become a mentor.

Brobst Center for Teaching and Learning Services

Tama Hall 110
319-296-4291
319-296-4018 (fax)
Email us

Director of the Brobst Center for Teaching and Learning Services

Robin Galloway
Tama Hall 110A
319-296-4292
Email me

Regular Hours
Mon-Fri 8:00am-4:30pm

APPENDIX J: ASSESSMENT FACULTY FELLOW JOB DESCRIPTION

Faculty Professional Development Fellow

Special Assignment Job Description

Emphasis Area

Assessment of student learning

Position Summary

Faculty Professional Development Fellows (Faculty Fellows) work with the Brobst Center for Teaching and Learning Services to provide targeted professional development opportunities, resources, and individual consulting to support a particular aspect of teaching & learning. They are champions for both faculty and students who will benefit from their leadership and expertise, and they serve faculty across the college beyond just their own discipline or school. They are also supported by the Brobst Center with opportunities for their own professional development, resources, and physical space to perform their work.

Qualifications

Current Hawkeye full-time instructor with at least three years teaching experience at the College. Familiarity and involvement with assessment of student learning outcomes. Ability to clearly communicate the purpose of assessment as it relates to teaching and learning and to inspire and engage colleagues in the work of assessment. The desired candidate will be goal oriented, self-motivated, creative, and demonstrate excellent communication skills.

Responsibilities

1. Create multimodal faculty development opportunities supporting assessment.
2. Provide individual and small group training for new and experienced faculty.
3. Develop training materials and on-demand resources supporting assessment.
4. Communicate relevant information via multiple mediums to engage faculty across the college.
5. Develop and nurture relationships with faculty that encourages reflective practice and innovation.
6. Coordinate with co-chairs of Curriculum and Assessment standing committees to align faculty fellow work with current initiatives.
7. Meet with the Brobst Center Director on a regular basis to coordinate activities.
8. Document specific examples of faculty successes in the assigned focus area.
9. Track and document all activities and interactions with faculty.
10. Assess measurable outcomes to evidence efficacy and impact on faculty practice and/or student learning.
11. Devote six hours per week to above duties to meet three credit hour release time obligation.

Employment Status

This is a nine-month long special assignment that extends over two academic years. The assignment may be repeated but will be made available to other faculty at the end of each term of service. There is a two-term limit.

Application procedures

Send an email to Robin Galloway and Dr. Bradley expressing why you are interested and how you are qualified for the position.