



HENDERSON COMMUNITY COLLEGE ASSESSMENT PLAN

The HCC Assessment Plan describes the process used to ensure that the college and its organizational units are working effectively to achieve the vision, mission, values, and goals of the college and the college system in which we function.

Vision:

To be the area's educational leader providing opportunities for personal growth, professional training, and cultural enrichment.

Mission:

The mission of Henderson Community College is to partner with the community in assessing and providing educational, economic, workforce development, civic and cultural programs that

- Provide high-quality general education curriculum for the first two years of a baccalaureate program (Associate in Arts and Associate in Science degrees).
- Provide high-quality technical programs to prepare students for immediate employment (certificates, diplomas, or Associate in Applied Science degrees).
- Provide continuing education, adult education, and customized training to prepare a competitive workforce.
- Provide personal enrichment and cultural opportunities.

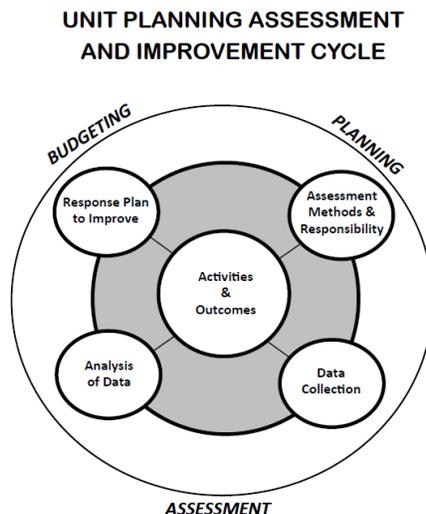
Values:

- Academic freedom, honesty and integrity
- Accountability
- Community and collaboration
- Diversity and cultural awareness
- Innovation, access and opportunity
- Student success
- Trust, respect, and open communication

Institutional Goals:

- Increase Student Access and Success
- Promote Excellence in Teaching and Learning
- Foster Diversity and Global Awareness
- Enhance the Economic Development of Communities and the Commonwealth
- Promote the Recognition and Value of Henderson Community College

The Planning, Assessment and Improvement Cycle



Planning, assessment and improvement is an ongoing process that involves gathering information from the internal and external college environment and using this information for improvement. The plans of the college may be influenced by changes that occur locally, statewide, nationally and even internationally.

The planning, assessment and improvement cycle has five components that are reflected in the unit reports of academic programs and organizational units of the college. The five components of the assessment plan are as follows: define activities and desired outcomes, determine method of evaluation and responsible person or group to gather data and assess results, compile the results, evaluate the results, and identify resources requirement and make necessary changes.

Definitions of the terms used in the assessment cycle are as follows:

- Unit refers to the various functional departments of the college, such as: Academic Affairs, Business Affairs, Student Affairs, Institutional Advancement, Technology Solutions, Workforce Solutions, Cultural Diversity, Institutional Effectiveness-Institutional Research, Professional Development and the sub-units of each of these organizational components.
- Activities and Outcomes Activities describe action that is taken to achieve the desired outcomes. Outcomes may refer to the direct evidence of student learning demonstrated by a student at the completion of his/her academic program/course, or to an outcome desired by an organizational unit that is not directly linked to student learning.
- Assessment Method refers to direct and indirect approaches selected by programs, courses of study and operational units, to determine the extent to which each outcome has been attained.
- Data refer to the data that substantiate whether or not outcomes were met.
- Analysis is the systematic appraisal of the data in the context of the program, course of study, or operational unit.
- Response refers to improvement strategies to address gaps in attainment of outcomes.

Assessment Planning and Reporting by Academic Program or Unit of the College

The Planning, Assessment, and Improvement Report (PAI Report) is prepared annually and reported through the use of Compliance Assist Planning. The PAI Report closes the assessment loop. An outline of the report format is seen below.

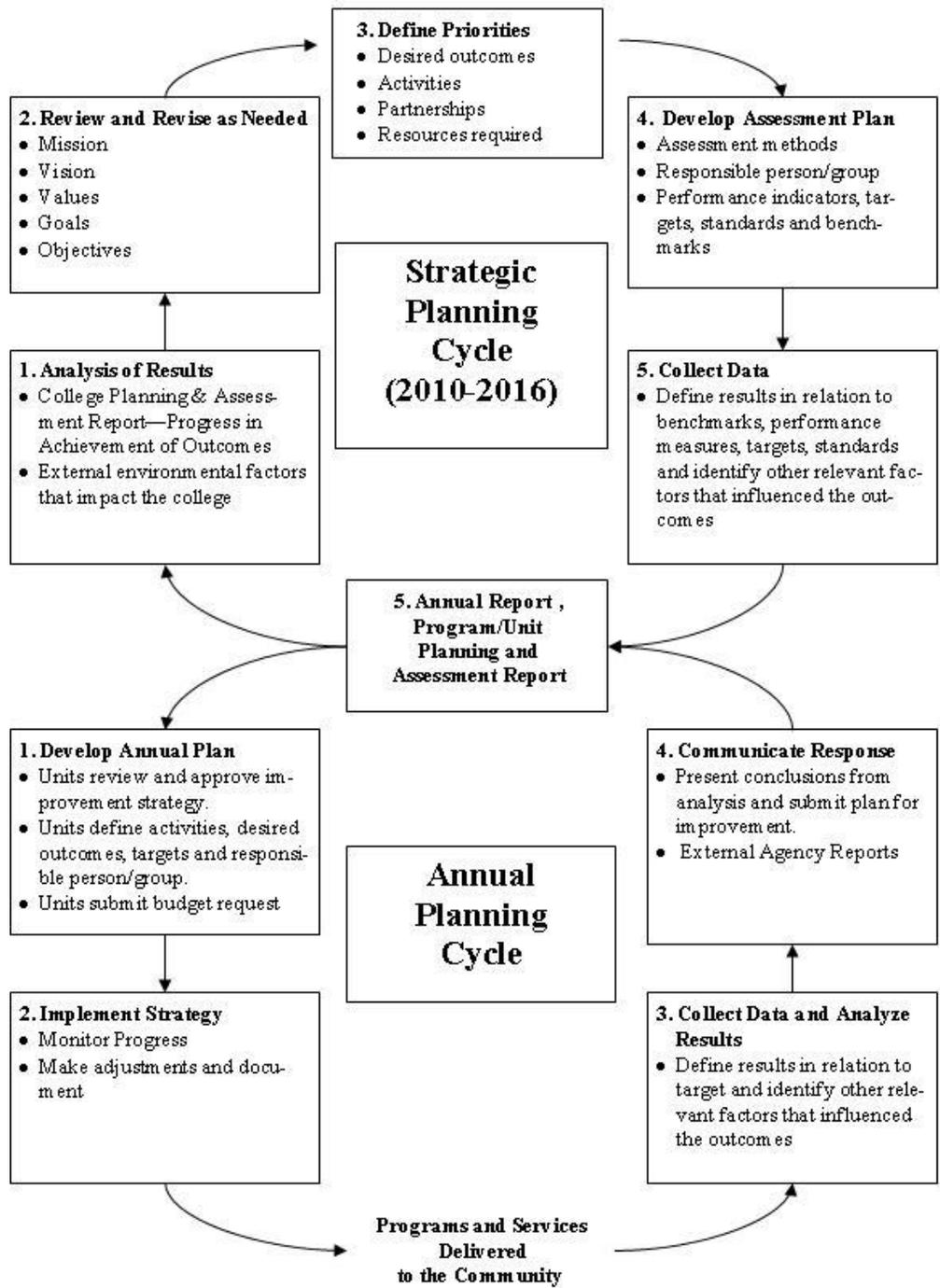
PAI Report Format

<u>Outcomes – Linked to Goals</u>
Identify specific outcomes and a performance standard, target, or benchmark, for each outcome in this planning cycle 2016. State performance standard, target, or benchmark as annual, intermediate, or long-term, if these differ.
<u>Activities – Linked to Outcomes</u>
List the specific activities that will be undertaken in support the objectives to achieve the desired outcomes and performance standards, targets, or benchmarks of the unit.
<u>Assessment Method – Linked to Outcomes</u>
Identify the direct and indirect assessment methods that will be used for evaluation purposes and the person or group responsible for data analysis.
<u>Data – Linked to Outcomes</u>
Include the results, or attach/link the data. To what degree was the performance standard, target, or benchmark met?
<u>Analysis – Linked to Data</u>
Given the results reported for this year and considering all factors that may have contributed to these outcomes, what do you conclude?
<u>Response – Linked to Analysis</u>
What changes are needed to help the unit improve and achieve its performance standard, target, or benchmark? What will be needed in terms of resources?
<u>Budget/Resource Needs – Linked to Response</u>
What changes are needed to help the unit improve and achieve its performance standard, target, or benchmark? What will be needed in terms of resources?

The Integration of Assessment Activities

Planning and assessment at HCC is both long-term and annual and is based upon the mission, goals and objectives of the college. The mission, goals and objectives of the college are consistent with those of the Kentucky Community and Technical College System (KCTCS) of which the college is a part. Planning and assessment is comprehensive in the sense that it integrates all academic and non-academic units of the college together through a strategic plan that links units through common outcomes.

HENDERSON COMMUNITY COLLEGE PLANNING AND ASSESSMENT CYCLES



The Unit Review Process and the College Assessment Team

Program coordinators submit the Unit Planning, Assessment, and Improvement Report annually for review by the Division Chair and the Director of IE-IR who provide feedback to the program coordinator to assist in improving the planning and assessment process if needed.

Similarly, college support units submit the Unit Planning, Assessment, and Improvement Report annually for review by the appropriate Dean, Chief Officer and Director of IE-IR. Feedback is provided to assist in improving the planning and assessment process if needed.

Unit Planning, Assessment, and Improvement Reports are also reviewed on a regular basis by the College Assessment Team (CAT) to ensure that the college and its units are operating in an institutionally effective manner.

The College Assessment Team has oversight for all assessment activities. The duties of CAT are as follows:

- Review the college's mission statement and goals, plus the local and KCTCS performance indicators, measures and targets to ensure consistency with student learning assessment initiatives.
- Integrate assessment activities for academic programs, professional and adult education programs, and student support services.
- Integrate planning and assessment model by connecting goals and objectives of KCTCS to Henderson Community College, its units and individual employees.
- Promote campus-wide assessment activities to improve learning outcomes.
- Establish an assessment schedule for academic programs, professional and adult education programs, and student support services. Align the assessment schedule to be compatible with KCTCS, SACS, and other program accreditation schedules.
- Evaluate assessment reports of academic programs and student support units using a scoring rubric. Identify areas which are consistently falling short of the desired performance standards and suggest possible remedies for improving results and strengthening assessment process to the appropriate personnel.
- Make recommendations for funding support for expanded assessment activities throughout the college.
- Review and update the College Assessment Plan.

Composition of the College Assessment Team

Chief Academic Officer	Chief Business Officer
IE-IR Director	Chief Student Officer
Professional Development Coordinator	Program Coordinator/Faculty Member
*Division Chair	Faculty Member
*Division Chair or Unit Supervisor participate if his/her unit is being reviewed	

The Focus of Assessment

- The primary focus of activities for the assessment of student learning outcomes will be at the academic program level. Faculty will determine the learning outcomes for students, prescribe discipline-specific curricula, and construct the means for determining that students have achieved the student learning outcomes using software through the eLumen Collaborative.
- Assessment of activities related to academic and student-support services is at the unit level where managers and staff determine the desired outcomes for the services they provide, define assessment methodology, and develop initiatives to improve these services.
- Assessment at the program and unit level is augmented by assessment initiatives directed by the President through the President's Cabinet, Leadership Team, Action Teams, Workgroups, or special initiatives like Title III and the college's Quality Enhancement Plan.

Evidence-Based Decision-Making

Evidence gathered through assessment activities are to be used in the following ways:

- Faculty members use the evidence to update and improve curriculum, either in content or methodology.
- Degree programs use the data in periodic program accreditation or reviews, and ongoing curriculum development to ensure that program outcomes for student learning are being met.
- Professional staff members use the information to modify existing services or to create new approaches for delivering services to students.
- Leadership at the college uses the information to set priorities for resource allocations and to monitor the contribution of programs and services to the mission and goals of the institution.
- Administrators use the evidence to assess the quality of the degree programs, support services, and the effectiveness of the college in achieving its goals.