

# HACC Assessment Record

Department/Campus:

Student Affairs (in cooperation with AA)

Unit:

Enrollment Services

<b>Assessment Start Date:</b>	Fall 2012	
<b>Goal:</b> <i>(Campus, department or unit)</i>	Students at HACC will be satisfied with support services so more students attend the College and reach their academic and career goals.	
<b>Objective:</b> <i>(Measurable)</i>	Students will be satisfied with course availability at HACC.	
<b>Alignment to Strategic Plan:</b>  <a href="#">Student Affairs Alignment to Strategic Plan Matrix</a>	SP 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 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>	<ul style="list-style-type: none"> <li>• Student Satisfaction Surveys (Fall 2012)</li> <li>• SENSE survey findings</li> <li>• Focus Groups</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 Assessment, aiming to reduce dissatisfaction rates in a critical area.	
<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	<b>Benchmarks or Standards</b> (See pp. 11 – 13 of Guide)	<b>Performance Target</b> (See pp. 13 – 17 of Guide)
	Historical Trends Benchmark – Comparison of performance on Fall 2012 Student Satisfaction Survey to that of Fall 2013 in	The student dissatisfaction rate related to course availability will be decreased from 17.3% (Fall 2012) to 15.3% (Fall 2013).

categories under consideration.	regard to course availability.
<b>Findings:</b> <i>(What did we learn from this assessment? What did the evidence say?)</i>	<p>Satisfaction rate of course availability from the student satisfaction survey (Fall 2012) indicated 17.3% of students were very dissatisfied or dissatisfied with the availability of classes.</p> <p>Focus groups were conducted in April 2013 to find out WHY students were dissatisfied. We learned that student dissatisfaction revolved around three key areas: 1) multiple courses needed for the major are offered at the same time on the same day, 2) some classes are only offered in the Spring, in the Fall, online, or in the evening/day, and 3) the geographic location of where the necessary courses are offered are not where the student is able to take them.</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>We are taking the following actions to improve satisfaction (this is not an exhaustive list):</p> <ul style="list-style-type: none"> <li>• Ensure courses are sufficiently available at each campus</li> <li>• Explore new modalities and program types (block scheduling, weekend programs, cohort programs that could be completed in 18-24 months)</li> <li>• Cross reference courses required for a major and ensure that overlap of the same day and time is reduced to the lowest level possible.</li> <li>• Create an easy to follow list, by campus, of when courses are offered and distribute to students and employees.</li> <li>• Utilize technology to offer courses at multiple campuses with the same instructor at the same time.</li> <li>• Review and enhance the faculty course qualification process to be able to quickly respond to needs in the schedule.</li> </ul>
<b>Assessment Closing Date:</b>	May 30, 2013
<b>Notes:</b>	<p>Supporting Documentation:</p> <ul style="list-style-type: none"> <li>• <a href="#">Focus Groups Research Brief.pdf</a></li> <li>• <a href="#">SENSE 2012 HACC ExecSum.pdf</a></li> <li>• <a href="#">course availability task list 6.6.13.pdf</a></li> </ul>