Maryland Higher Education Commission
Student Learning Outcomes Assessment Report (SLOAR) 2016

Instructions: Each institution should use this template to report on its key student learning assessment activities. All institutions must complete Part One and Part Two. Part One should provide a summary of all institutional assessment activities in which your institution is currently engaged. Part Two should summarize modifications and adjustments to your institutional assessment activities since 2011. The template can be expanded, if necessary. The body of this report should not exceed eight pages. Up to five pages of appendices may also be included.

An additional Part Three of this report template should only be completed by those Maryland institutions that have received a request for further action from the Middle States Commission on Higher Education tied to **Standards 7, 12, or 14** since 2011. Completing this section would add another three pages to the institutional submission, for a total of 11 pages (in addition to the appendices).

Institutions are strongly encouraged to use materials from their most recent Self Study Report or Periodic Review Report as submitted to the Middle States Commission for Higher Education to help complete Parts One and Two of their SLOAR submission; citing directly from the report is encouraged. Institutions completing Part Three of the Report should use content from the appropriate Middle States reports including monitoring reports and progress letters.

Harford Community College's assessment activities align with Middle States Standards 7, 12 and 14 and Harford Community College's Strategic Plan. These activities, the organizational structure, and institutional leadership for assessment activities are summarized below.

Institutional Assessment— MSCHE Standard Seven

Harford Community College (HCC) strives to build a strong culture of sustained, measurable assessment. HCC completes assessments on student learning outcomes and administrative/service unit outcomes annually or cyclically, as appropriate. This assessment process is intended to provide evidence of institutional effectiveness, which is dependent upon continuous improvement and monitoring of instruction and student learning, operational units, strategic planning, and resource allocation. This process is driven by the College's overall Mission, Vision, Values, and Strategic Plan.

Strategic Plan Assessment

For 2013-17, the College's Strategic Planning Committee was charged with developing a plan focused on student success and institutional performance to reflect nationwide efforts to change community college as outlined in "Reclaiming the American Dream," a 2012 report on the future of community colleges prepared by the American Association of Community Colleges. This plan is intended to guide the entire College, its divisions, and its resources toward the achievement of well-articulated goals. These goals define the areas where the College will focus over the next five years, and the strategies identify the ways goals will be achieved. The plan is an evolving, dynamic document that allows the College to react to opportunities as they arise and emphasizes a unified approach to institutional assessment.

President's Cabinet Divisions

While each division and unit approaches assessment of effectiveness in a manner relative to its unique operating roles and processes, the goal is to align all initiatives up to the higher goals and initiatives of the institution. Each division embarks upon the annual process of setting and prioritizing goals in a slightly different manner.

Academic Affairs

Evaluation of academic programs consists of the following four phases:
1. Initial Activities – developing a timeline and review team in consultation with the Vice President for Academic Affairs (VP for AA).
2. Analysis and reporting (reviewing data and requirements then drafting recommendations), review, dean's group, VP for AA. review, results implementation and follow-up.
3. Programs (including General Education, Information Literacy, and Distance Learning) are typically evaluated every three to five years on a planned cycle. All degree programs are continuously monitored by deans.
4. Programs subject to external accreditation are reviewed regularly, according to the external accreditation schedule. The Community Education and Training Division has numerous programs that must meet standards of outside, accrediting agencies.

Operational Unit Assessment (Administrative/Service)

Administrative and service units assess their work using a multi-step process model:
1. Define and establish measure(s) of effectiveness based on linkages to:
    a. Mission, Vision, Values
    b. Strategic Plan
    c. Program Goals
    d. External Requirements/Benchmarks

2. Identify unit outcome goals/indicators to be assessed and monitored.
   a. Identify assessment criteria and procedures
   b. Evaluate the results and develop appropriate actions/objectives
3. Specify the actions taken or strategies used to support accomplishment of unit goals.
4. Develop a follow-up process rooted in the use of key indicators to monitor and assess further action, develop plans, and make improvements.
5. Link to and identify budgetary needs and implications; apply findings to budgetary allocations.
6. Undertake a meta-assessment review, analyzing all assessment processes and making adjustments based on that review (currently being phased in.)

## *General Education Assessment – MSCHE Standard Twelve*

General Education (GE) assessment is the responsibility of the General Education Committee (GEC). GE goals were revised in 2011 to incorporate the institution's eight Academic Outcomes. The GEC is charged with reviewing two of these outcomes each year, with all outcomes assessed at least once every four years. The GEC is also charged with verifying alignment of student learning objectives (SLOs) to GE goals. The GEC collaborates with academic deans, the Learning Assessment Committee (LAC), Curriculum Work Group (CWG) and the VP for AA in efforts of GE alignment, assessment, goals modification, and re-evaluation.

Student Learning Assessment— MSCHE Standard Fourteen

Guided by the institution's mission, strategic plan, program goals, and institutional effectiveness framework, learning assessment provides evidence of instructional effectiveness to improve teaching and learning. Student learning is assessed at the course and program level with oversight by Academic Affairs in collaboration with the LAC. Every October, academic divisions submit assessment action plans to the VP for AA and LAC for review and input on their contribution to effectiveness in teaching and learning. In collaboration with the LAC, a cycle of reporting and assessment is developed and monitored. LAC Chairs periodically meet with the VP for AA to update progress of monitoring these plans. An annual report is provided to academic division Deans and the VP for AA.

Assessment activities have been central to the on-going development and continued success of HCC's academic programs. Every credit course has definable student outcomes linked to program, general education, and/or institutional goals. Through the assessment of these outcomes, classes and programs are regularly reviewed for effectiveness. The new assessment plan will emphasize implementation of assessment results to make improvements in student learning and re-assessment to measure the results of the course changes.

Organizational Structure and Institutional Leadership for Assessment Activities at HCC
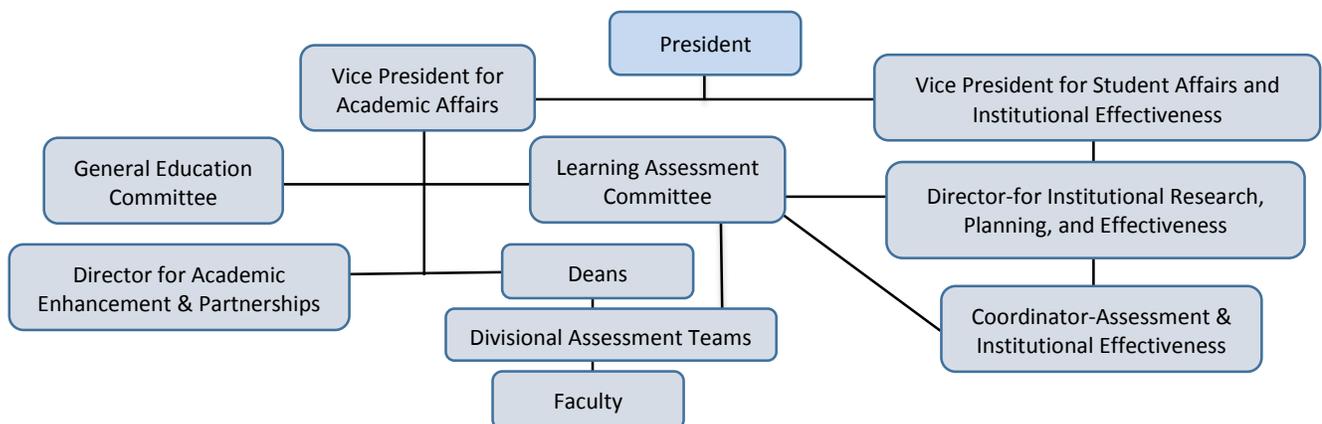
In 2012, Harford Community College (HCC) underwent its Middle States accreditation, which resulted in no required actions and three recommendations. The self-study teams, however, produced 46 college-wide recommendations. Out of these processes, the need for a more unified assessment approach for the institution was identified and became an institution-wide objective. What follows is a summary of modifications and adjustments to institutional assessment activities since the self-study.

Strategic Plan
Following both the Middle States accreditation and self-study processes, the institution embarked on creating a new Strategic Plan for 2013-2017 [Appendix I]. The implementation of this plan has fostered a new culture of assessment across the institution that is reflected in the College's assessment activities since 2011. A close look at the 2008-2012 Strategic Plan, which identified six strategic themes containing several major initiatives under each, revealed a struggle for symbiosis among the College's division initiatives. Thus, the Strategic Planning Committee was charged with developing a more targeted plan that would reflect nationwide efforts to change community college, as well as assert creativity and innovation from all units of the College. This charge resulted in a revised Strategic Plan that would lead the College in a more specific direction with a few overarching goals. The Committee identified initiatives and PAR metrics as ways to measure the success of the strategies. The committee also reviewed and revised the Mission, Vision, and Values statement to reflect the current state and future vision of the College and to respond to concerns regarding the previous statements.

The current Strategic Plan is goal driven with three goals and three to four strategies per goal. Each goal and strategy was written so results could be measured and effective completion could be assessed. Divisional and individual goals have been tied to the Strategic Plan goals and strategies wherever possible. This format provides a clearer focus and is intended to guide the entire College, its units, and its resources toward the achievement of well-articulated goals. These goals define the broad areas on which the College will focus, while the strategies identify the ways goals will be achieved.

Learning Assessment Committee (Strategic Plan (SP) Goal/Strategy 1.1, 1.2, 1.3, 3.3)
HCC's Learning Assessment Committee (LAC) has provided unified leadership to support faculty and others in the development of an effective assessment system that can be utilized easily for reassessment and implementation of assessment results. In 2013-2014, the LAC began an evaluation of the assessment process on campus. This evaluation included an inventory of all assessments conducted on campus by academic divisions and a collaborative discussion with the General Education Committee (GEC) regarding assessment of general education goals. The LAC found that the campus sought a more robust and data-driven process of assessment than currently existed. Subsequent to this evaluation, the committee began an 18-month redesign of the learning assessment framework on campus with an aggressive goal of creating a more measurable, sustained process of assessment based on actionable plans collectively developed by the faculty in each division, led by the division dean, and connected to the Strategic Plan.

In 2016, the College implemented an updated faculty-driven, common assessment plan which included a common cycle. Under the new framework, Academic Affairs required each division to submit an assessment action plan by program at the beginning of the fall semester to the LAC and VP for AA. The plan includes designation of measurable indicators with a specified intention of how the assessment will be used moving forward. The framework includes a meta-assessment process to review submitted plans based on an effectiveness model, providing feedback to the division deans and the VP for AA. In addition, the framework provides for each academic division to create a Divisional Assessment Team (DAT) to serve as a resource for faculty conducting assessment of student learning at the course level. The LAC also initiated a process of meta-assessment to provide

feedback to faculty regarding assessment plan adoption and outcomes measurement. As a result of one of three accreditation recommendations, the Academic Affairs committee undertook a careful review of course learning outcomes prior to posting the outcomes online.

Assessment activities have been central to the ongoing development and continued success of the academic programs at HCC. Every credit course has definable student outcomes linked to program, general education, and/or institutional goals. Through the assessment of these outcomes, classes and programs are regularly reviewed for effectiveness, with needed changes made when necessary. The new assessment plan emphasizes implementation of assessment results to make improvements in student learning and reassessment to measure the results of the course changes.

The new process of course assessment and follow-up is as follows:
1. Faculty members assess selected course outcomes each term, for an academic year, or over two or more academic years.
2. Results are reported to division deans either directly or through program assessment committees.
3. Results are used to affect change, when necessary, in the courses directly.
4. Aggregated results from several courses are used to review program goals and to affect changes to the program, when necessary, including specific investigation of student learning outcomes based on the accumulated assessment reports.
5. Each year, Academic Deans report division-wide results of these various assessments directly to the VP for AA.

In 2015-2016, the LAC's activities included production of an Assessment Handbook; development of a timeline for all academic assessment activities; collection of assessment materials in a centralized and accessible location; integration of a new assessment management system software (TK20); definition of the different assessment advisory roles of the LAC, the GEC, and Division representatives (DATs).

In 2016, the LAC produced the *Faculty Handbook for Academic Assessment at HCC*. The new assessment handbook outlines the academic assessment process for the College. It serves as a guidebook for returning faculty and deans, and an introduction to assessment goals and methods to new faculty.

The handbook outlines the process, timing, and roles of the participants in the assessment process. In addition, the handbook affirms the continuation of HCC's long-standing student learning assessment practice of using class-level outcomes as a basis of review by faculty and deans, as outlined above. The new handbook adds specific deadlines for each stage of the process.

The handbook establishes some basic criteria for academic assessment at HCC involving program assessment: all program goals will be assessed at least once every four years; faculty and deans define what goals are to be assessed and the timing of the assessment; different goals will be assessed annually, while simultaneously the previous year's goal(s) will be reassessed and changes implemented, when necessary; and three to five year cycled program reviews will continue to be an important component of the assessment cycle.

Beginning in 2016, the academic divisions and General Education Committee forwarded reports of program assessments to the LAC for comments and feedback. The committee will review these reports to ensure planned assessment activities are being followed and communicate to the campus at large on issues and trends identified through this process. The Assessment Handbook includes examples of forms, rubrics, MHEC guidelines, and other useful resources. All of this material will be available online to all pertinent users. [Appendix II and Appendix III]

TK20 Implementation *(SP Goal/Strategy 1.3, 2.3, 3.2, 3.3)*

It became clear that the assessment software in place (TracDat) was not adequate for the needs of the College. A search for better software started in 2013 and in 2015 the College approved TK20 as the new assessment management system. Starting with the fall 2015 term, TK20 began working with the campus to integrate the system, with the initial focus on using it in the academic areas. That process is ongoing. Faculty, deans and others involved in student learning assessment began using TK20 in 2016. TK20 serves as the conduit for assessment reports and data and is fully functional with the Blackboard course management system. TK20 provides more robust assessment information and facilitates better communication about assessment results across the campus than was possible with TracDat. HCC's adoption of TK20 also contributed to a systematic look at all course, program, and general education outcomes, and the ways they are mapped to each other and institutional goals. This process facilitated a timely review on effective assessment practices in all academic areas. The review demonstrated that the College had an effective student learning assessment system in place with some gaps and uncertainties identified for changes.

General Education Assessment (SP Goal/Strategy 1.3)
Since 2011 the GEC completed a process to review the alignment of general education definitions, goals, and courses. Within this process the College established eight General Education (GE) core requirements. This process began with a full review of all GE courses based on criteria developed by the committee. The criteria were also aligned with procedures outlined in the Curriculum Work Group manual for future modifications to GE courses or the development of new courses.
The LAC, in conjunction with the College Deans and the GEC, determined an assessment framework for general education. The framework includes a timetable for each GE goal to be reviewed by the GEC, a draft rubric for scoring GE goals across multiple disciplines, and draft criteria for feedback to the divisions, the LAC, and VP for AA. Although the College traditionally reviewed general education within their respective divisions and Dean's Group, the GEC began to review GE results in the 2015 – 2016 academic year. Continued refinement of this process is ongoing with the integration of Tk20 software to the College as its learning assessment management system.

Academic Affairs (SP Goal/Strategy 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 3.3)
Academic assessment takes place at the course, program, and division level and is a collaborative effort between faculty, administrative, and support staff. At the division level, an Academic Affairs Strategic Plan (AASP) was created focusing the division's collective efforts in alignment with the goals of HCC's SP. The AASP includes objectives, action steps, baseline data, outcomes, targets, resources, timelines, and lead parties for each strategy. This ensures the quality of service and programs through self-analysis and peer review. These reviews lead to specific proposals, which—if enacted—help initiate improvements to the program. Typically, the process reveals the need for resources to meet the needs of students and the campus as a whole. Program reviews assess how effectively each program has achieved its stated objectives and offers suggestions to enhance such efforts. While identifying places for growth, the process also celebrates and recognizes achievements. Improvements are based on goals identified in the AASP and recommendations of the previous review.

HCC's program review process supports the goals of the AASP and documents student learning and overall effectiveness for each academic program, track or concentration. A 2015 review of the program review process was conducted and an analysis of enhancements to the process was determined based on faculty and administrative feedback. Expectations are for the plan to be implemented in the 2016–17 academic year. One of the most significant modifications to the program review process will be a required yearly analysis of program data which will include recommendations based on that data for changes to programs. This analysis prior to the budget cycle will allow for better alignment with the budget process. Benefits to this approach include the alignment of yearly reports with the revised reaccreditation standards.

The College implemented an academic division realignment based on opportunities provided and an evaluation of resources and student learning. The realignment included the distribution of transitional

studies in basic reading and writing to the Humanities division, transitional math studies to the STEM division, and education to the BCAT division. The expectation is enhanced use of resources, better alignment and communication between transitional and sequential College-level courses, and greater accountability that will lead to increased student success.

Math Redesign (SP Goal/Strategy 1.1, 1.2, 1.3, 3.3)
Faculty in the Transitional Mathematics (TM) program developed a redesigned curriculum in 2012. Based on program assessments, the objective of the redesigned program was to improve student success, completion and retention rates in TM courses. The assessment showed that students who missed a significant portion of class time were likely to be unsuccessful in the course. Faculty also noted students who had already possessed mastery of initial concepts developed poor attendance habits and subsequently were unsuccessful when more difficult and new material was introduced later in the semester. Furthermore, the assessment revealed that registration for successive courses among TM students was an issue impacting completion and retention. After attempts to incorporate various modes of instruction, like portfolios and MyMathLab, the decision was made to explore alternative delivery methods.

Following research of various transition studies models in place at local institutions, as well as models provided by the National Center for Academic Transformation, it was determined the most effective model for redesign would be the "replacement model." Prior to 2012, TM courses were 15 weeks in length. Beginning in fall 2013, the 15-week approach was eliminated and the switch to a six-week, two-term format was implemented. The redesigned program offered students various opportunities for learning, succession, and completion that the previous curriculum did not offer. Such opportunities include reduced time to completion of transitional mathematics requirements; improved student attendance; refined placement into the TM sequence, enabling students to enter a course in which they have a mastery of prerequisite course material, but likely little working knowledge of the content of the course; tracks for students based upon program requirements; the implementation of in-class laboratories to reinforce and practice skills learned under the supervision of a teacher or tutor; successive classes in program linked during registration; and a library of faculty-developed materials available for students and instructors.

Following the implementation of the program redesign, the overall success rate of student that successfully complete TM courses at Harford Community College is higher than previous format. Two years of tracking these students (2013-2015) showed a significant increase in students successfully passing a general education math course.

Accelerated Learning Program (ALP) (SP Goal/Strategy 1.1, 1.2, 1.3)
As a way to improve student achievement, HCC's Transitional Studies faculty for reading and writing became involved in the redesign movement. In 2014, HCC accepted a grant in partnership with the Community College of Baltimore County (CCBC) to pilot CCBC's model for an Accelerated Learning Program (ALP). In 2014, HCC adopted the model and was mentored through best practices for ALP during a series of professional development opportunities offered by CCBC and the ALP creator.

The ALP assists in HCC's completion initiative by accelerating the progression of writing skills and requirements for students in need of transitional writing courses. Students who placed in ENG 012 Basic Writing, a non-credit bearing course, concurrently enroll in ENG 101 with students who did not test into developmental writing. ALP students can still earn the required ENG 101 credits while receiving the help needed to produce college-level work. Early data show successful results. In the first year of the program, students who participated in the program passed the ENG 101 course at a higher rate than students who did not test into development English.

Science, Technology, Engineering, and Math (STEM) (SP Goal/Strategy 1.1, 1.2, 1.3, 3.2)

STEM developed a division-wide assessment that pulls results from classes across several programs within the division. From 2013 to 2015, STEM faculty assessed the effectiveness of student understanding and application of the scientific method by collecting data from approximately 48 sections of classes designated as general education courses in biology, astronomy, chemistry, Earth science, and physics. More than 3,000 students were assessed with a common rubric. The process echoes the common practice of assessment at HCC. The first year (2013-2014) resulted in faculty developing assignments, projects, laboratories, and refined assessments around the scientific method. Year two of the assessment project (2014-2015) included the development of the common rubric and a fine-tuning of student assignments. While the division assessment continues, one result that has emerged suggests students need to be involved in actual research to become proficient in the application of the scientific method. The division has started to pursue opportunities to be able to embed actual research elements into their courses, such as the use of genomic and phenology research in biology courses.

In 2015, another major assessment project began that examines student computational skills in several math courses as related to program and general education goals. The initial assessment included 35 sections of four different math classes. Early results suggest the need for improved pedagogy, though these results will be tracked over several more semesters. One recommendation from the 2015 project was to implement more active-learning strategies in the courses with support through teacher training sessions for full-time and adjunct faculty.

Behavioral and Social Sciences (BSS) *(SP Goal/Strategy 1.3, 3.3)*
The assessment process in the BSS division since 2012 echoed the general direction of student assessment at HCC in the same period. From 2012 to 2014, the division focused on program and general education assessments through single course outcomes. Beginning in 2015, the BSS division dean and faculty adopted a unified assessment approach. Faculty mapped course outcomes with higher-level goals and linked rubric criteria with the outcomes at all levels. Assessment of individual course outcomes provide data for multiple program and general education goals simultaneously, providing more feedback for better analysis while also accelerating the cycles for assessing any one goal. This approach resulted in a more robust assessment of the student work within each program and across the division. This system is also aligned with effective utilization of TK20 assessment software.

Student Engagement, Retention, and Completion (SERC) *(SP Goal/Strategy 1.1, 1.2, 1.3, 2.3, 3.2)*
Faculty and staff collaborative efforts to support student retention and achievement, especially for at-risk students, has changed since the decennial evaluation. The College created the Student Engagement and Retention Committee (SERC) in 2012 with faculty and staff representatives from the Student Affairs division to analyze data, create new initiatives and support broad efforts to improve student engagement, retention and completion. This project led to the 2014 establishment of the College's My College Success Network (MCSN) to specifically improve retention and achievement by African-American students. MCSN provides strong academic support for engaged African-American students through regular meetings, opportunities to learn strategies for college success, tracking and support from new Academic Success coaches, and a designated Academic Advisor. Data collected by MCSN staff in 2015 showed promising results in retention and engagement. Based on finding of the 2012 SERC Committee, the College's faculty specialists in transitional English and math began to implement significant changes in HCC's transitional courses to prepare new students for college-level coursework and improve engagement, retention, and completion. Changes in the Transitional Studies programs have created more customized approaches and options for students needing this preparation. Transitional studies faculty has been able to continuously improve student outcomes through the analysis of data collected from transitional studies students. SERC Committee recommendations also assisted in the establishment of a HCC's Center for Excellence in Teaching and Learning to enhance and support effective collaborative and innovative faculty efforts to improve student success for all HCC students.

Division of Student Affairs and Institutional Effectiveness (SAIE) *(SP Goal/Strategy 1.4, 2.3, 3.2)*

Student Affairs and Institutional Effectiveness (SAIE) has chosen to embark on a meta-assessment approach to effectiveness. Based on a clear set of criteria, each department under SAIE works within operating units to define effectiveness for their operations. Units then establish a baseline of overall effectiveness. To do so, unit staff are involved in defining what it means to be effective within their respective scope of work. Subsequent to the decennial evaluation, a status dashboard with effectiveness indicators was established for all units within SAIE. Each departmental unit formed a baseline by evaluating and scoring their effectiveness in several categories based on a rubric. From this, units developed an action plan establishing a clear pathway for improvement where employees can clearly identify their individual roles and contribution toward progress. Division leaders ensured that action plans were measurable and tied to furthering the goals of the institution. Plans are in place to conduct periodic assessments by each unit and report to the vice president for review and incorporation in division planning. Once per year, SAIE leaders will come together and hold an effectiveness workshop to review progress and initiatives aligned with improvement.

Division of External Relations & Human Resources (ERHR) *(SP Goal/Strategy 3.2, 3.3)*
In FY16, ERHR made the strategic decision to focus on data and let the results of data analysis drive decision making. Each director in the division now has a comprehensive dashboard which contains pertinent data and provides a visible snapshot of performance in certain areas and also assists with the decision making process. Beyond the internal dashboards, data analytics is relied on from external sources as well.

An example from the area of Human Resources is the analysis of benefits utilization and costs. Trends identified through the analysis of this data guides decisions the College makes related to benefits plan design and wellness initiatives. In FY15 ERHR staff recognized that college employees were using emergency rooms at a high rate for non-urgent issues. In response the College increased the emergency room co-pay while reducing the co-pay for a visit to an employee's physician. In the first year, the changes have helped the College realize a decrease in emergency room visits of 18%.

Finance and Operations (FO) *(SP Goal/Strategy 3.1)*
Evaluation of the institutions ongoing structural budget deficits by the FO division triggered a new approach for budgeting. In a change from bottom up budgeting, a combination of a top down approach and incremental tuition increases were adopted to maintain a balanced budget. Furthermore, in fiscal year 2015 an interactive budgeting model called Screech was introduced to the College Board of Trustees. The budgeting model allows changes to key variables, such as enrollment levels, tuition rates and expenditure projections over a period of 10 fiscal years. The results of changes in the current budget development year can be seen immediately, as well as the effect over the next 10 years. In addition to the interactive budgeting model, Screech has evolved into a centralized source for various monthly/quarterly financial reports, historical charts and graphs, and the College's Facilities Master Plan. Screech provides the latest financial position of the College and an unlimited amount of information for the Board of Trustees, College President and Vice Presidents in one central location. The integration of Screech with a top down budgeting approach allows for flexible, but prudent adjustments to programmatic goals and objectives for the upcoming fiscal year. This process allows budget managers to realign funds and reduce allocations as necessary. The intention of this process is to better align planning, assessment, and resource allocation.

Appendix

Appendix I

Harford Community College
2013-2017 Strategic Plan

Goals and Strategies

Goal 1

Recognizing the need for more students to achieve their goals, the College will pursue excellence in teaching, learning and assessment.

Strategies
- Eradicate attainment gaps based on income, race, gender and ethnicity.
- Develop new programs and enhance existing programs to reduce time to degree, increase student success, and promote goal completion.
- Assess, improve, and advance educational program design, content, and delivery.
- Strengthen the College's partnership with local schools to increase the readiness of high school graduates for college.

Goal 2

Acknowledging that HCC plays an important role in the region, the College will expand programming, events, and facilities that engage and enhance the community.

Strategies
- Provide educational programs and workforce development training to meet the needs and interests of the community.
- Use facilities and events, with particular attention to the APG Federal Credit Union Arena, to provide mutual benefit for the community and the College.
- Address - to the extent to which the College has influence - the recommendations of the Northeast Maryland Higher Education Task Force.

Goal 3

Understanding that the environment and the demands on higher education are changing rapidly, the College will develop resources and infrastructure required to meet future challenges.

Strategies
- Develop sufficient fiscal resources to carry out its mission, including the resources required to implement the Facilities Master Plan.
- Recruit and retain highly qualified, diverse employees.
- Identify and invest in technology that will increasingly support student success and employee productivity.

Appendix II

SLO Mapping Form

Course Student Learning Objectives Mapping Date:

Division _____   Program _____

Program Goals	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.				
Course Information			**Course Outcome Linked To:**		
Course	Course Title	Student Learning Objective	Program Goal	General Education Goal	Other HCC Goal:

Appendix III

LAC Program Audit Report Form

	Linked to Program/ GE goals	Written in Measureable Terms	Used Direct & Indirect Assessment Measures	Assessment Population Defined	Assessment Plan Timeline is Clear	Results & Analysis Clearly Presented	Specific Plan for Improvements Described
Assessment 1							
Assessment 2							
Assessment 3							
Assessment 4							
Assessment 5							
Assessment 6							
Assessment 7							
Assessment 8							
Assessment 9							
Assessment 10							
Assessment 11							
Assessment 12							
Assessment 13							
Assessment 14							
Assessment 15							

Key: Y = Present   X = Not Present   N/A = Not Applicable/Not Needed

Summary Feedback

Strengths:

Recommendations:

Review date: _____

LAC Co-Chairs: _____   _____

SLO Assessment Report

Program Assessment Report	
Program	
Semester/Year	
Goal(s) Assessed (List all that apply - include the goal statement.)	
Type of Assessment	___ New ___ On-going ___ Follow-up Reassessment
Courses Used for Assessment (List all courses and number of sections for each.)	
Aggregate Results (Data)	
Analysis	
1. What was learned from the assessments?	
2. How will the results be used? What actions will be taken as a result of these assessment results?	
3. What is the time frame for follow-up actions?	
Submitted by:	