# HACC Assessment Record

**Department/Campus:** | College-wide

**Unit:** | AA and SA

| Assessment Start Date: | February 13, 2013 |
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| **Goal:** *(Campus, department or unit)* | SP Goal 1: Teaching and Learning Excellence |
| **Objective:** *(Measurable)* | Objective 3: Improve degree completion utilizing best practices from those colleges involved in the national completion agenda initiative.<br><br>Task: Improve campus class schedules: target fill rates, implement CollegeNet. |
| **Sources of Evidence to be used:** *(Measures that would point to achievement of goal/objective. Examples: databases, focus group feedback, surveys. See p. 10 of Guide.)* | • Fall 2012 Student Satisfaction Survey<br>• Discussions of fill rates on each campus<br>• Student Focus Groups (April 2013)<br>• College wide discussion of fill rates |
| **Type of Assessment :**<br>• **Information– Gathering** *(needs assessments, inventories, establishing baselines)*<br>• **Performance–Evaluating** *(How well are we doing? Have we improved?)* | Performance-Evaluating |

| **IF ASSESSMENT IS PERFORMANCE-EVALUATING:** | | |
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| *Benchmarks and Performance Targets are critical when evaluating performance. They may or may not be as critical when gathering information, although a rubric may be developed to organize categories under consideration. | **Benchmarks or Standards** (See pp. 11 – 13 of Guide) | **Performance Target** (See pp. 13 – 17 of Guide) |
| | 1) Student dissatisfaction rates regarding class availability (from the Student Satisfaction Survey)<br>2) Target fill rates<br>3) Intelligent and intentional course scheduling to ensure the availability of required courses | 1) Student dissatisfaction rate with class availability will be reduced by 3% in the Fall 2013 Student Satisfaction Survey<br>2) Targeted fill rate of 85% unless classes are required for graduation<br>3) Class scheduling for academic programs supports completion within 24 months. |
| **Findings:** *(What did we learn from* | ▪ Fill rates are currently being assessed on a regular basis | |

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| *this assessment? What did the evidence say?)* | ▪ In general, HACC fill rates fall within an acceptable level; by discipline, some further improvement is required<br>▪ It can be necessary to offer under-enrolled classes to support program completion for students<br>▪ Academic affairs deans and directors are not always aware of the costs of running specific courses<br>▪ Some campuses may be restricting courses too much in an effort to reduce faculty expenses<br>▪ More specific data from students (courses, locations, times) could help better inform the decision making process to add courses/sections<br>▪ Academic affairs deans and directors are now aware of the Argos enrollment tracking reports that assist in determining when new sections will be needed |
| **Decision-Making:** *(What changes of practice are indicated? What budget priorities are established? What accomplishments should be celebrated and showcased?)* | ▪ A coordinated effort is being made between Academic Affairs and HR to enlarge the adjunct pool to increase HACC's ability to add sections for fall 2013<br>▪ Vice Pres of Student Affairs will prompt review of fill rates during the enrollment period by scheduling a college-wide meeting<br>▪ Efforts will be made to add sections prior to each One Stop enrollment event to maximize enrollment<br>▪ A standard for fill rates should be developed to determine if a course is meeting the minimum capacity and/or if an opportunity was missed to add sections when reviewed post audit<br>▪ Fill rates should be evaluated at the campus level after the audit date of each semester and reviewed at Academic Council by the Provost<br>▪ Campuses could compare days/times of offerings to ensure that there are sufficient scheduling options across the College for students<br>▪ Program costing information should be gathered and shared to determine the "true cost" of adding a section beyond the instructional costs (project currently underway) |
| **Assessment Closing Date:** | June 27, 2013 |
| **Notes:** | |