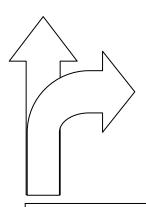
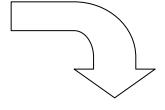
CHC Institutional Learning Outcomes (ILO) Using the Community College Survey of Student Engagement (CCSSE) to Assess ILOs

2. Written and Oral Communication

Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.

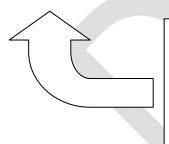


1. ILO – Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.



5. Use of Results (Implications for Program Improvement & Planning) – EXAMPLE: The Professional Development Committee will offer workshops on how to incorporate writing and speaking into instruction across the disciplines, starting with ANAT, CIS, MICRO, PE, and POLIT. This will be re-assessed in Spring 2011 using CCSSE and evaluated again in Fall of 2011. (Note: In order to increase the number of faculty who benefit from the workshop Flex might be a better venue.)

2. Means of Assessment
(Measurement Method) – Q12 on
the CCSSE, administered to
sections selected randomly in
Spring 2009, asked students to rate
how much their experience at the
college contributed to writing and
speaking clearly and effectively.



4. Summary of Data Collected

(Results) – 59% of CHC students felt that their experience at CHC contributed "Quite a bit" or "Very much" to their ability to write and speak clearly and effectively.

3. Criteria for Success (Benchmark) –

EXAMPLE: 70% of CHC students will feel that their experience at CHC contributed to their ability to write and speak clearly and effectively "quite a bit" or "very much."

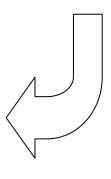


Table 2.1: Student Ratings of how their Experience at CHC Contributed to Writing and Speaking Clearly and Effectively.

	Likert Scale									
	Very Little		Some		Quite a Bit		Very Much		Total	
	#	%	#	%	#	%	#	%	#	
Writing clearly and effectively	76	11.2	183	26.9	267	39.2	155	22.8	681	
Speaking clearly and effectively	101	14.8	194	28.5	238	34.9	148	21.7	681	
Total	177	13.0	377	27.7	505	37.1	303	22.2	1,362	

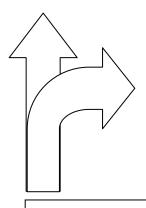
Table 2.2: Student Ratings of how their Experience at CHC Contributed to Writing and Speaking Clearly and Effectively by Discipline.

	W	riting		Speaking			
Discipline	# Quite a bit or very much	Total	Percent	# Quite a bit or very much	Total	Percent	
Anatomy (ANAT)	25	49	51.0%	20	50	40.0%	
Art (ART)	27	45	60.0%	23	45	51.1%	
American Sign Language (ASL)	23	33	69.7%	15	33	45.5%	
Biology (BIOL)	17	22	77.3%	13	22	59.1%	
Child Development (CD)	8	14	57.1%	10	14	71.4%	
Chemistry (CHEM)	25	34	73.5%	22	34	64.7%	
Computer Information Systems (CIS)	2	14	14.3%	1	14	7.1%	
Emergency Medical Services (EMS)	11	20	55.0%	15	20	75.0%	
English (ENGL)	49	63	77.8%	40	63	63.5%	
Math (MATH)	58	93	62.4%	53	93	57.0%	
Microbiology (MICRO)	8	19	42.1%	7	19	36.8%	
Music (MUSIC)	21	28	75.0%	17	28	60.7%	
Physical Education/Individual (PE/I)	51	87	58.6%	50	86	58.1%	
Physical Education/Team (PE/T)	7	14	50.0%	7	14	50.0%	
Political Science (POLIT)	22	43	51.2%	20	43	46.5%	
Radiological Technology (RADIOL)	6	12	50.0%	8	12	66.7%	
Reading (READ)	29	39	74.4%	26	39	66.7%	
Spanish (SPAN)	5	8	62.5%	5	8	62.5%	
Speech (SPEECH)	20	32	62.5%	28	33	84.8%	
Theatre Arts (THART)	8	12	66.7%	6	11	54.5%	
Total	422	681	62.0%	386	681	56.7%	

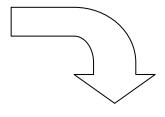
Blue – Less than 60%.

3. Interpersonal and Group Skills

Students are able to work with others with respect, honesty, responsibility, empathy, and collaborative synergy. They can also manage conflict and advocate for themselves and others with integrity.

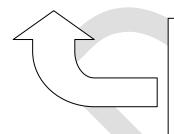


1. ILO – Students are able to work with others with respect, honesty, responsibility, empathy, and collaborative synergy. They can also manage conflict and advocate for themselves and others with integrity.



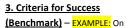
5. Use of Results (Implications for Program Improvement & Planning) – EXAMPLE: The benchmark set of 5.5 was met for student relationships with other students and student relationships with instructors. However, students are less likely to feel that their relationships with AS staff and personnel are friendly and supportive. ???????

2. Means of Assessment
(Measurement Method) –On the
CCSSE, administered to sections
selected randomly in Spring 2009,
students rated the quality of the
relationships with CHC students,
instructors, and administrative
personnel and offices on a 7-point



4. Summary of Data Collected

(Results) – CHC students rated their relationships with other students as a 5.5, instructors as a 5.5, and administrative personnel and offices as a 4.7. Overall, the average was 5.3.



a 7-point scale anchored by unfriendly, unsupportive, and a sense of alienation on the low end (i.e. 1) and friendly, supportive, and a sense of belonging on the high end (i.e. 7) students will rate CHC relationships as a 5.5 or higher.

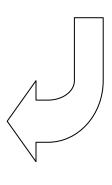


Table 3.1: Average Student Ranking of Relationships on a 7-Point Anchored Scale Ranging from Unfriendly, Unsupportive, and Sense of Alienation on the Low End (i.e. 1) to Friendly, Supportive, and a Sense of Belonging on the High End (i.e. 7).

Relationships	N	Minimum	Maximum	Mean	SD
Other Students	685	1	7	5.5	1.39
Instructors	685	1	7	5.5	1.28
Administrative Personnel & Offices	685	1	7	4.7	1.72
Total Average	685	1.67	7.00	5.3	1.13

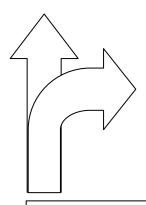
Table 3.2: Average Student Ranking of Relationships on a 7-Point Anchored Scale Ranging from Unfriendly, Unsupportive, and Sense of Alienation on the Low End (i.e. 1) to Friendly, Supportive, and a Sense of Belonging on the High End (i.e. 7) by Discipline.

Discipline	N	Mean	Std. Deviation
Anatomy (ANAT)	51	5.2	1.11
Art (ART)	45	4.8	1.37
American Sign Language (ASL)	33	4.6	0.80
Biology (BIOL)	22	5.4	1.06
Child Development (CD)	14	5.8	0.92
Chemistry (CHEM)	34	5.4	0.90
Computer Information Systems (CIS)	15	5.5	1.05
Emergency Medical Services (EMS)	20	5.9	0.87
English (ENGL)	63	5.5	1.02
Math (MATH)	92	5.1	1.18
Microbiology (MICRO)	19	4.9	1.22
Music (MUSIC)	28	5.4	0.99
Physical Education/Individual (PE/I)	88	5.1	1.24
Physical Education/Team (PE/T)	14	5.3	1.28
Political Science (POLIT)	43	5.1	0.96
Radiological Technology (RADIOL)	12	6.3	0.75
Reading (READ)	39	5.5	1.07
Spanish (SPAN)	8	5.8	0.64
Speech (SPEECH)	33	5.2	1.03
Theatre Arts (THART)	12	5.2	1.31
Overall Average	685	5.3	1.13

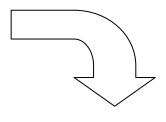
Blue – Less than the overall average of 5.3.

4. Society and Culture

Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.



1. ILO – Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.

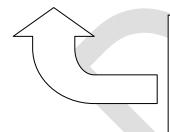


5. Use of Results (Implications for Program Improvement & Planning) – EXAMPLE:

2. Means of Assessment (Measurement Method) – Q12 on the CCSSE, administered to sections selected randomly in Spring 2009, asked students to rate how much their experience at the college contributed to understanding people of other racial and ethnic

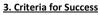
backgrounds and on contributing to the

welfare of their community.



4. Summary of Data Collected

(Results) – 37% of CHC students felt that their experience at CHC contributed "Quite a bit" or "Very much" to their ability to understand people of other racial and ethnic backgrounds and on contributing to the welfare of the community.



(Benchmark) – EXAMPLE:

70% of CHC students will feel that their experience at CHC contributed to understanding of people from diverse backgrounds and how to contribute to the welfare of the community.

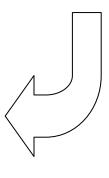


Table 4.1: Student Ratings of how their Experience at CHC Contributed to Understanding People of other Racial and Ethnic Backgrounds and how to Contribute to the welfare of the Community.

	Likert Scale									
	Very	Very Little		Some		Quite a Bit		Very Much		
	#	%	#	%	#	%	#	%	#	
Understanding people of other racial & ethnic backgrounds	158	23.2	221	32.5	178	26.2	123	18.1	680	
Contributing to the welfare of your community	247	36.4	229	33.7	132	19.4	71	10.5	679	
Total	405	29.8	450	33.1	310	22.8	194	14.3	1,359	

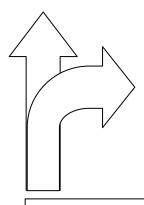
Table 4.2: Student Ratings of how their Experience at CHC Contributed to Understanding People of other Racial and Ethnic Backgrounds and how to Contribute to the welfare of the Community by Discipline.

	Div	ersity		Con	tributin	g
Discipline	# Quite a bit or very much	Total	Percent	# Quite a bit or very much	Total	Percent
Anatomy (ANAT)	15	50	30.0%	11	51	21.6%
Art (ART)	17	45	37.8%	12	45	26.7%
American Sign Language (ASL)	11	33	33.3%	3	33	9.1%
Biology (BIOL)	11	22	50.0%	7	22	31.8%
Child Development (CD)	8	13	61.5%	8	13	61.5%
Chemistry (CHEM)	16	34	47.1%	9	34	26.5%
Computer Information Systems (CIS)	3	15	20.0%	3	15	20.0%
Emergency Medical Services (EMS)	16	20	80.0%	13	20	65.0%
English (ENGL)	28	62	45.2%	18	63	28.6%
Math (MATH)	34	92	37.0%	18	92	19.6%
Microbiology (MICRO)	8	19	42.1%	6	19	31.6%
Music (MUSIC)	11	28	39.3%	5	28	17.9%
Physical Education/Individual (PE/I)	45	86	52.3%	24	86	27.9%
Physical Education/Team (PE/T)	6	14	42.9%	6	13	46.2%
Political Science (POLIT)	13	43	30.2%	10	42	23.8%
Radiological Technology (RADIOL)	9	12	75.0%	12	12	100.0%
Reading (READ)	24	39	61.5%	20	38	52.6%
Spanish (SPAN)	4	8	50.0%	2	8	25.0%
Speech (SPEECH)	16	33	48.5%	11	33	33.3%
Theatre Arts (THART)	6	12	50.0%	5	12	41.7%
Total	301	680	44.3%	203	679	29.9%

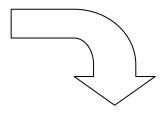
Blue – Less than the overall percentage of 44.3% and 29.9%, respectively.

6. Written and Oral Communication

Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.

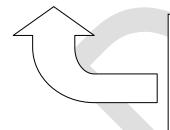


1. ILO – Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.



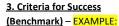
5. Use of Results (Implications for Program Improvement & Planning) – EXAMPLE:

2. Means of Assessment
(Measurement Method) – Q12 on the
CCSSE, administered to sections
selected randomly in Spring 2009,
asked students to rate how much
their experience at the college
contributed to understanding
themselves and developing a personal
code of values and ethics.



4. Summary of Data Collected

(Results) – 48% of CHC students felt that their experience at CHC contributed "Quite a bit" or "Very much" to their ability to understand themselves and develop a personal code of values and ethics.



70% of CHC students will feel that their experience at CHC contributed to their ability to be self-aware and develop a code of values and ethics "quite a bit" or "very much."

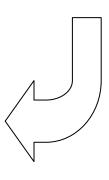


Table 6.1: Student Ratings of how their Experience at CHC Contributed to being Self-Aware and Developing a Personal Code of Values and Ethics.

	Likert Scale									
	Very Little		Some		Quite a Bit		Very Much		Total	
	#	%	#	%	#	%	#	%	#	
Understanding yourself	136	20.0	188	27.6	203	29.9	153	22.5	680	
Developing a personal code of values and ethics	174	25.5	210	30.8	182	26.7	116	17.0	682	
Total	310	22.8	398	29.2	385	28.3	269	19.8	1,362	

Table 6.2: Student Ratings of how their Experience at CHC Contributed to being Self-Aware and Developing a Personal Code of Values and Ethics by Discipline.

	Self-A	warenes	SS	Ethics			
Discipline	# Quite a bit or very much	Total	Percent	# Quite a bit or very much	Total	Percent	
Anatomy (ANAT)	20	51	39.2%	16	51	31.4%	
Art (ART)	20	44	45.5%	19	45	42.2%	
American Sign Language (ASL)	13	33	39.4%	12	33	36.4%	
Biology (BIOL)	15	22	68.2%	11	22	50.0%	
Child Development (CD)	8	13	61.5%	7	13	53.8%	
Chemistry (CHEM)	19	34	55.9%	14	34	41.2%	
Computer Information Systems (CIS)	2	15	13.3%	2	15	13.3%	
Emergency Medical Services (EMS)	15	20	75.0%	16	20	80.0%	
English (ENGL)	35	63	55.6%	27	63	42.9%	
Math (MATH)	43	92	46.7%	33	92	35.9%	
Microbiology (MICRO)	10	19	52.6%	8	19	42.1%	
Music (MUSIC)	15	28	53.6%	9	28	32.1%	
Physical Education/Individual (PE/I)	49	86	57.0%	41	86	47.7%	
Physical Education/Team (PE/T)	8	14	57.1%	7	14	50.0%	
Political Science (POLIT)	19	43	44.2%	15	43	34.9%	
Radiological Technology (RADIOL)	11	12	91.7%	9	12	75.0%	
Reading (READ)	23	38	60.5%	26	39	66.7%	
Spanish (SPAN)	7	8	87.5%	3	8	37.5%	
Speech (SPEECH)	17	33	51.5%	14	33	42.4%	
Theatre Arts (THART)	7	12	58.3%	9	12	75.0%	
Total	356	680	52.4%	298	682	43.7%	

Blue – Less than the overall percentage of 52.4% and 43.3%, respectively.