

Associate in Arts Program Review Second Follow-Up Report

Respondents:

Dan Alejandro, Dale Mabry Dean
Emery Alford, Ybor City Dean
Mary Bendickson, Plant City Dean
Gary Brannan, Brandon Faculty
Ellen Cangj, Brandon Dean
Sylvia Carley, Vice President for Education and Student Development
Barbara Goldstein, Dale Mabry Dean
Karen Griffin, Director, Associate in Arts Program
Tammy Higson, Dale Mabry Faculty
Pam Heglal, Director of Student Services
Roxanna Marcus, Plant City Faculty
Susan McClung, Ybor City Faculty
Jan Schwartz, Director of Institutional Research

AA Program Review
Second Follow-Up Report
4/2006

Recommendation 1: Develop curricular offerings in Hispanic literature and humanities.

Task Force Rationale: Hispanic students constitute 19% of program enrollment. A review of the courses offered in the humanities section indicates a strong commitment to promoting a more global perspective for students by offering courses in British literature, Asian humanities, and African humanities. No course in Hispanic literature or humanities is offered.

Response:

1. As noted in the First Follow-Up Report, current humanities courses (HUM 2210 and 2230) have been expanded to include cultures around the world, including Hispanic humanities. Details are provided in the First Follow-Up Report.
2. A faculty member from Cluster 2 (Humanities) has developed a course description and objectives for HUM 2461 *Latin American Humanities*.
 - a. This course has been submitted to academic affairs for the April agenda.
 - b. If approved, the course will be submitted to the general education committee for inclusion in the general education curriculum.
 - c. Pending academic affairs/BOT approval, the course will be offered in the 2007 spring term. It will not be included in the catalog (past deadline), but it can be advertised.

Responsibility

Emery Alford; Michael Brennan
Cluster 2

Recommendation 2: Develop methods to improve the retention rate of AA degree students to at least that of the FCCS average.

Task Force Rationale: The retention rate has declined from 60% in 2002 to 55% in 2004 as measured by the number of students enrolled in good standing or having graduated within a three-year tracking frame. The percentage is also nine percent below that of the FCCS at 64%.

Response:

1. As noted in the First Follow-Up Report, the College has a Student Success, Retention, and Placement Committee that has supported the development or expansion of strategies designed to support student success. Details are provided in the First Follow-Up Report.
2. Students should be encouraged to develop an education plan. In the First-Year-Experience program, this activity is occurring.

Associate in Arts Program Review First Follow-Up Report

5/11/2006

Page 2

3. In order to address the reasons for the decline, the College is continuing to survey leavers. Surveying leavers provides insight in developing strategies to address retention rates. When HCC leavers were asked about their future education plans,
 - a. 54% indicated plans to continue at HCC [*stop-outs*],
 - b. 33% noted their intent to continue at another college or university,
 - c. the remaining 13% indicated uncertainty with regard to future plans.

According to results for the 2004 CCSSE results, lack of finances and full-time employment were two main reasons HCC students would withdraw from class or from the College. Financial aid advising was rated as an important service by 62% of the current students.

When HCC leavers were asked to indicate their primary reason for not continuing their education, personal life change (40%) was most frequently cited. Student noted these obstacles for not continuing:

- a. family/personal problems (20%),
- b. financial difficulties (16%), and
- c. work schedule conflict (16%) were cited most frequently.

Source: www.hccdf.edu/ir/ go to: Briefs, Former Student Survey Results, February 2006 – 2

4. One retention study suggests that attrition rates increase when students miss the first week of classes. HCC is in the process of designing an internal study to determine whether the drop/add deadline should occur prior to the first date of classes.

Responsibility

Dan Alejandro; Mary Bendickson; Ellen Cang
Institutional Research
Student Services

Recommendation 3: Develop methods to increase student awareness and understanding of the general education curriculum and its importance in their education.

Task Force Rationale: Community College Survey of Student Engagement (CCSSE) question number twelve asks students to assess their learning at HCC, primarily in the area of general education. Although not statistically significant, in almost all instances HCC students self assessed learning lower than the comparison groups of participating institutions of FCCS institutions, extra large community colleges, and all 152 participating institutions across the nation.

Response:

1. As noted in the First Follow-Up Report, the College has incorporated increased faculty awareness and responsiveness to this issue as part of in-service programs. Also, the general education committee is now active on an ongoing basis rather than an ad-hoc basis and will continue to work to raise awareness about the importance of the general education curriculum, including a paragraph to include in the Catalog stressing the importance of the general education curriculum.
2. The Connections training session was offered in the spring term and will be offered on a regular basis in future terms.
3. The Director of AA is working with the General Education Committee and General Education Assessment Committee chairs to request faculty recruitment. The Director of

Associate in Arts Program Review First Follow-Up Report

5/11/2006

Page 3

AA will continue to work with the deans to expand the numbers of Connections instructors.

4. Future CCSSE administrations will indicate whether HCC has improved in rank and whether this should be retained as a recommendation inasmuch as the findings were statistically insignificant. Data are not yet available from the second CCSSE administration.

Responsibility

Barbara Goldstein; Karen Griffin

General Education Committee/General Education Assessment Committee

Clusters

Recommendation 4: Develop methods to increase the rank of the graduation rate of AA graduates as measured by the FTIC cohort among FCCS institutions.

Task Force Rationale: The college has the lowest graduation rate among the 28 institutions in the FCCS for the First Time in College (FTIC) cohort as tracked through spring 2004. HCC was at 21% vs. 35% for the FCCS.

Response:

1. The continued implementation of the retention/success strategies identified in recommendation 2 should assist in increasing the graduation rate.
2. Once students attain their degree requirements in terms of AA coursework, they will be automatically reported as a graduate. District Student Services has been charged with developing a plan to implement automatic graduation of AA students. Implementation of this new initiative is expected to take place during the 06-07 academic year.
3. Transfer patterns are being investigated to determine what proportion of students is transferring to senior institutions prior to graduating from HCC. If students are able to transfer prior to receiving the AA degree, this behavior could help explain the lower graduation rates. HCC is participating in a Lumina grant with USF that includes transfer patterns as a focus of the research. Additionally, the College's Director of Institutional Research has been working with file sharing with USF.

Responsibility

Dan Alejandro; Mary Bendickson; Ellen Cangi

Institutional Research

Student Services

Recommendation 5: Develop methods to increase the rank from the 3rd quartile to the 1st quartile among FCCS institutions in the percentage of AA graduates with a GPA > 2.4 at their State University System transfer institution.

Task Force Rationale: The college ranks 19th out of 28 in the percentage of AA graduates attaining a GPA > 2.4 at a Florida public university. Seventy-three percent of HCC graduates have a GPA > 2.4 compared to 74% for the FCCS.

Associate in Arts Program Review First Follow-Up Report

5/11/2006

Page 4

Response:

1. Students receive a notice to see a counselor when their GPA fall below a certain level. Additionally, the continued implementation of the retention/success strategies identified in recommendation 2 will assist in increasing student success in HCC courses, which should contribute to student success at the transferring university.
2. Although rank is one performance indicator, trend data should be considered as well. It should be noted that transfer performance has improved at HCC over the past three reporting years, and the College has met its established goal of having 70% or more students perform at 2.4 or above GPA.
3. Data from the Level 1 data report, which indicates performance by discipline subgroups, has been included in analyses to assess the discipline subgroups for which performance falls below 2.4. The faculty of these subgroups will be asked to participate in articulation and/or curriculum meetings to compare and contrast course competencies against those of senior transfer institutions.

Responsibility

Dan Alejandro; Mary Bendickson; Ellen Cangj

Recommendation 6: Develop methods to assess AA program outcomes and general education competencies using quantitative data. This will support a determination of why HCC students are not achieving at the same levels as other institutions with respect to completion rates and GPA at a SUS institution.

Task Force Rationale: No empirical method exists to assess student learning outcomes in the attainment of general education competencies as identified in the College Catalog.

Response:

1. The current empirical methods for assessing AA program outcomes include the statewide accountability outcome measures 1, 2, and 5 (success and retention, transfer performance, and CLAST results) continue to be utilized.
2. The general education assessment report has been prepared, including recommendations for performance standards.
3. The MAPP test of general education will be administered in summer 2006 pending student availability.

Responsibility

Barbara Goldstein; Karen Griffin

General Education Committee/General Education Assessment Committee

Recommendation 7: Provide continuing support to internationalizing the curriculum, with the goal of providing greater exposure to the changing requirements of an educated person in our global environment.

Task Force Rationale: This recommendation stems from a strength in the unit – internationalizing the curriculum is an ongoing process that the task force supports.

Associate in Arts Program Review First Follow-Up Report

5/11/2006

Page 5

Response:

1. The College continues to provide support to internationalizing the curriculum by having an international education unit and by supporting the ongoing academic affairs process.
2. Changes to the curriculum to expand the international focus have taken place in the humanities courses, as identified in recommendation 1. Additionally, the Academic Affairs Committee recommended a world history course for approval and will be considering a Hispanic literature course for approval in April.
3. The international education unit will continue to provide leadership in this area, including the development and continuation of international partnerships.

Responsibility

Emery Alford; Michael Brennan

Clusters