

Associate in Arts Program Review First Follow-Up Report

December, 2005

Respondents:

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AA Program Review
First Follow-Up Report
12/14/05

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:

Current Actions

1. The current HUM 2210 and HUM 2230 World Humanities have been expanded to include cultures around the world, including Hispanic humanities:
 - a. In the text, Arts and Culture: An Introduction to the Humanities, volume 1, the authors, Janetta Rebold Benton and DiYanni, provide a chapter, "Civilizations of the Americas," which includes MesoAmerica.
 - b. Volume 2 includes in the Renaissance chapters "Montezuma's Tenochtitlan" and "Durer Describes Mexican Treasures."
 - c. The Baroque chapter has the section "The Baroque in Mexico."
 - d. An entire chapter is entitled "Modern Africa and Latin America," including, of course, the world-renowned figures of Diego Rivera, Frida Kahlo, and Gabriel Garcia Marquez, with an excerpt from his One Hundred Years of Solitude.
 - e. The last chapter, "Diversity in Contemporary Life," includes Hispanic artists.
2. Likewise, the ARH 1000 Art Appreciation text, Understanding Art, by Lois Fichner-Rathus, incorporates Hispanic art.
3. One field trip-based art appreciation course always includes Pre-Columbian art from the Polk Museum and the St. Petersburg Museum of Fine Arts. One of the assignments this term was to view and to write about the photodocumentary exhibit, The Last Harvest: A Tribute to the Life and Work of the Farmworkers from Lake Apopka, at the Ybor campus gallery. This exhibit focused on the work and lives of migrant workers, most of whom were Hispanic.
4. Although not a literature or humanities course, LAH 1020, *Survey of Latin American History*, is currently in the HCC curriculum.

Future Actions

1. A faculty member from Cluster 2 (Humanities) has developed a course description and objectives for HUM 2461 *Latin American Humanities*.
2. This course will be submitted to academic affairs in January 2006.
3. If approved, the deans will offer the section during the 2006 fall term.

Responsibility

Emery Alford; Michael Brennan
Cluster 2

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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:

Current Actions

The College has had a Student Success, Retention, and Placement Committee in place since 2001. To improve retention, the Committee has supported the development or expansion of the following:

- a. Supplemental instruction;
- b. Tutorial centers;
- c. Writing labs;
- d. Early alert;
- e. Increases in the numbers of students taking SLS 1501;
- f. Development of a mentoring/faculty advising program;
- g. Development of a comprehensive orientation program which may dovetail into an extended orientation course that focuses on student success.

All strategies designed to support student retention and success are to include assessment plans to help determine their effectiveness.

Future Actions

1. Encourage students to meet with advisors/counselors to develop an education plan. (Student Services).
2. In order to address the reasons for the decline, the College should continue to survey leavers. Surveying leavers provides insight in developing strategies to address retention rates. (Institutional Research).
3. Determine whether the drop/add deadline should occur prior to the first date of classes. (Student Services)
 - a. One retention study suggests that attrition rates increase when students miss the first week of classes.
 - b. HCC is in the process of designing an internal study to assess this situation.

Responsibility

Dan Alejandro; Mary Bendickson; Ellen Cangil
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

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of FCCS institutions, extra large community colleges, and all 152 participating institutions across the nation.

Response:

Current Actions

1. The summer 2005 general education work team recommended that full-time and part-time faculty be asked to reinforce the value of general education in their courses. This request was relayed at the part-time in-service in the general education concurrent session and was part of the morning program of the fall 2005 full-time faculty in-service. It will continue to be incorporated into future in-services.

Future Actions

1. The general education session and Connections training session will be offered at least twice in the spring term – once for each at the spring in-service and at least once again during the term.
2. Forums will be provided to discuss general education, outcomes, and how to increase student awareness and understanding of the general education curriculum and its importance.
3. 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.

Responsibility

Barbara Goldstein; Karen Griffin
General Education 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:

Current Actions

The continued implementation of the retention/success strategies identified in recommendation 2 should assist in increasing the graduation rate.

Future Actions

1. Once students attain their degree requirements in terms of AA coursework, automatically report them as a graduate, if this is not happening already. (Admissions, Registration, Records)
2. Investigate transfer patterns 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. (Institutional Research).

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Responsibility

Dan Alejandro; Mary Bendickson; Ellen Cang
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.

Response:

Current Actions

1. 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. The director of associate in arts programs will continue to seek articulation meetings with USF faculty (the primary transfer institution) to ensure maximum alignment of curriculum.
3. 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.

	AA Transfer GPA > 2.4		
	2002	2003	2004
% > 2.4	68.3	69.4	73.2
GPA	2.80	2.80	2.89

Future Actions

1. Beginning the 2006-07 academic year, AA students who have earned more than 18 hours and who have a cumulative GPA below 2.4 will be sent an email encouraging them to enroll in SLS 1501.
2. Data from the Level 1 data report, which indicates performance by discipline subgroups, will be included in future 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 Cang

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.

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Response:

Current Actions

1. 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).
2. In addition to the above, current empirical methods for assessing general education competencies include three approaches:
 - a. General education outcome competencies in general education courses
 - i. General education outcome competencies are included in the general education curriculum.
 - ii. The HCC curriculum map identifies courses for which general education competencies are introduced, emphasized, or reviewed.
 - iii. Students who successfully complete those courses are considered to have met those competencies through the course-level assessments that are administered (e.g., exams, presentations, papers, and projects).
 - iv. The courses that have been associated with challenges to student success currently are being targeted to develop methods to increase student success.
 - b. The rubric approach applied to sections of IDS 2110 *Connections* and through course-level
 - i. Beginning in the spring and summer of 2005, all instructors teaching sections of *Connections* have been asked to complete a rubric documenting student attainment of general education competencies.
 - ii. Beginning fall 2005, the rubric was required.
 - iii. Spring and summer results are available; fall results will be available in January 2006.
 - iv. Results will help inform the clusters on competencies that students are not obtaining. Preliminary results indicate that competencies in communication skills and in information literacy/technology skills are not being attained. This information will be shared with the clusters for review and action.
 - c. ETS Test of General Education
 - i. Results will be available in March 2006.
 - ii. Based on results, the General Education Assessment Committee and the curriculum clusters will identify areas needing improvement or other areas of need.

Future Actions

1. The general education assessment report will be prepared and available in January 2006. This report will include recommendations coming from the assessments identified above.
2. The new ETS test of general education will be administered again in spring 2006.

Responsibility

Barbara Goldstein; Karen Griffin

General Education Committee/General Education Assessment Committee

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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.

Response:

Current Actions

1. The College currently provides continued 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.

Future Actions

1. The Academic Affairs Committee recommended a world history course for approval; this recommendation will be submitted to the January 2006 BOT meeting.
2. The international education unit will continue to provide leadership in this area.

Responsibility

Emery Alford; Michael Brennan
Clusters