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It is the policy of Eastern Iowa Community Colleges not to discriminate on the basis of race, color, national origin, sex, disability, age (employment), sexual orientation, gender identity, creed, religion, and actual or potential parental, family, or marital status in its programs, activities, or employment practices as required by the Iowa Code §§ 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 - 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and Title II of the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or complaints related to compliance with the policy, please contact Debora J. Sullivan, Equity Coordinator, 101 West Third Street, Davenport, Iowa 52801, 563/336-3487, djsullivan@eicc.edu or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 West Madison, Suite 1475, Chicago, IL 60661, phone number 312/730-1560, fax 312/730-1576.
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PURPOSE OF THE EICC ASSESSMENT PLAN

The purpose of this document is to: 1) provide the context of the assessment plan development; 2) share the framework and structure for college-wide assessment of learning outcomes; and 3) articulate the roles, responsibilities, and timelines for assessment of learning outcomes. The EICC assessment plan:

- presents EICC’s conceptual framework for assessment and articulation of learning outcome goals and processes for the assessment of student learning outcomes at the institution, program, and course level;
- integrates EICC assessment activities into the different stages of the student experience, such as the assessment of entering students; the assessment of current students exposed to all types of instructional delivery methods, including online and concurrent enrollment courses; and the surveying of graduates.
- focuses on the assessment of student learning outcomes having adequate sample sizes;
- recognizes that achievement of student learning outcomes is enhanced by co-curricular activities and that measurement of students’ satisfaction with these activities provides data used for the improvement of student learning experiences; and
- identifies the processes and cycles for analysis, dissemination, and use of the assessment results to improve student learning.

INTRODUCTION

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. Assessment is typically a cycle of stages as indicated in the figure below.
The most important aspect of the assessment cycle is “closing of the assessment loop.” The critical value of assessment is that faculty members have data or concrete information that can be used to make informed, strategic decisions to improve student learning.

EICC’S COMMITMENT TO ASSESSMENT

Eastern Iowa Community Colleges (EICC) is a three-college district composed of Clinton Community College, in Clinton, Iowa; Muscatine Community College, in Muscatine, Iowa; and Scott Community College, in Bettendorf and Davenport, Iowa. The mission of EICC is to deliver high-quality education and training that prepares a skilled workforce, provides affordable access to higher education, and builds and strengthens our communities. Assessment of learning outcomes is integral to accomplishing this mission. Assessment provides information answering the following questions about EICC programs, curriculum, and outcomes:

- What should students know after completion of a course?
- What should EICC graduates know, be able to do, and value?
- Have our graduates learned?
- How do we know they have learned?
- What can we do to improve student learning at EICC?

Assessment at EICC is also characterized by integration, intentionality, transparency, documentation, and communication.

Integration: Integrative and applied learning is an understanding and a disposition a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations with and beyond the campus. From an assessment standpoint, integrative assignments foster learning between courses, and applied learning connects courses to experiential-based work. Work samples or collections of work including such artifacts give evidence of integrative and applied learning.

Intentionality and Transparency: Assessment efforts are to be transparent to all stakeholders, including students, faculty members, administrators, staff, and the general public. Intentionality goes beyond simply asking faculty members to teach and assess learning goals. Faculty members are to understand what, how, and where specific content and intended learning outcomes are addressed in the curriculum. In addition, it requires making assessment intentions visible not just to faculty members, but to students as well. Students should know why they are being asked to achieve certain learning goals and how those goals will be assessed.
*Documentation and Communication*: Documenting evidence of student learning and using and communicating evidence to improve student and institutional performance is important to the assessment process. Assessment at EICC involves specific learning outcomes statements; connecting learning goals with actual student assignments and work; collaborating with the relevant stakeholders, beginning with faculty members; and designing assessment approaches generating actionable evidence used to improve student learning and institutional performance.

These characteristics are captured by EICC’s Basic Principles of Assessment:

**EICC’s Basic Principles of Assessment**

(Adapted from the *Nine Principles of Good Practice for Assessing Student Learning* from the American Association of Higher Education and from the *Eastern Iowa Community Colleges’ Learning Assessment and Improvement System*, 2013)

1. The assessment of student learning is a vehicle for educational improvement and is linked to the institutional mission and strategic goals.
2. The assessment process measures student learning in three domains: cognitive (knowledge acquisition), behavioral (skill acquisition), and affective (attitudinal development). Each discipline/program determines the extent to which it contributes to student learning within the three areas.
3. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. It entails not only what students know, but what they can do with what they know. It involves not only knowledge and abilities, but also values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom.
4. Assessment should have clear, explicitly stated purposes. It should be a goal-oriented process comparing educational performance with educational purposes and expectations. Goals are clear, shared, and able to be implemented.
5. Assessment requires attention to outcomes but also equally to the experiences that lead to those outcomes.
6. Assessment is ongoing and is a linked series of activities undertaken over time.
7. Assessment fosters wider improvement when representatives from across the educational community are involved. Faculty member participation in the planning, implementation, and evaluation of the assessment process is active and ongoing. Assessment may also involve individuals from beyond the classroom, and from beyond the campus.
8. Assessment recognizes the value of information in the process of improvement. To be useful, the information must be connected to issues or questions that people really care about.
9. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. In order to cause change, assessment must be communicated with all stakeholders involved. When students, faculty members, and staff are made aware of assessment results, all parties will learn from them.

10. Assessment goes beyond reporting information. Our deeper obligation—to ourselves, our students, and society—is to improve. In order to do this, assessment must be cyclical, trended institutionally, and compared with providers of similar services when possible.

OUTCOME ASSESSMENT COMMITTEE (OAC)

Assessment at EICC is intended to be a faculty-driven process. In order to accomplish its assessment goals, EICC has formed an Outcome Assessment Committee (previously known as the Learning Assessment Committee) comprised of faculty members representing both Arts and Sciences (A&S) and Career and Technical Education (CTE) divisions at Scott Community College (SCC), Clinton Community College (CCC), and Muscatine Community College (MCC).

The Outcome Assessment Committee (OAC) is charged with facilitating the development, implementation, and evaluation of a faculty-led assessment process of EICC’s General Education and CTE outcomes. The committee reviews EICC assessment results and promotes the discussion of these assessment results across the colleges. The team then makes recommendations for changes to the Educational Programming, Policies, and Curriculum (EPC) Council for decisions. EPC then makes their recommendations to the Academic Leadership Council (ALC) for final decisions.

In its work, the committee: 1) considers the mission and goals of EICC, 2) considers general educational philosophy, 3) reflects best practices and contemporary thought regarding learning outcome assessment, and 4) ensures that district faculty members, administrators, and student development staff provide input to the plan.

As a result of the Assessment Retreat held in the spring of 2018, membership invitations to the OAC were extended to a Student Development Council (SDC) member, a student (to be determined by SDC), and a member of the e-Learning department. Also in 2018, an EICC faculty member was given reassignment time to act as an Assessment Officer for EICC. The Assessment Officer chairs the OAC and leads the college’s assessment work.

TYPES OF ASSESSMENT

Assessment can be categorized as direct assessment or as indirect assessment. Direct assessment is the collection of students’ actual behaviors or products, whereas indirect assessment involves collecting evidence or data through reported perceptions about the
mastery of learning outcomes. Assessment can also be defined as summative or formative. Summative assessments are those that are obtained at the end of a unit, course, or program and used to improve learning conditions for the next group of students. Formative assessments are those that are undertaken while student learning is taking place rather than at the end of a unit, course, or program. The goal of formative assessment is to change learning conditions immediately for those students who provide the feedback. At EICC, students are assessed before they enroll in courses, during their time at EICC, and after they have completed their program of study.

There are multiple levels of assessment in higher education. On an institutional level, EICC has several broad learning goals for students delivered through its integrated EICC General Education curriculum. Program-level assessment includes both the review and assessment of Arts and Sciences (A&S) programs and Career and Technical Education (CTE) programs using a four-year cycle. Individually accredited programs are additionally assessed at the program level according to their accreditor requirements. Institutional and program assessment are considered summative assessment.

Assessment also occurs at the classroom level. In classroom-level assessment, the instructor examines student work, and then makes changes to pedagogy or classroom activities when appropriate. Classroom assessment can be formative and/or summative. These assessments include exams, quizzes, assignments, and/or classroom assessment techniques (CATs).

While teacher-designed assessment at the classroom level is used for individual student progress evaluation, program-level and institutional-level assessment activities at EICC are used as a method of evaluation for programs, learning and support processes, and the institution.

Most assessment at EICC will be evaluated using a rubric-approach. There are several benefits to using rubrics, including:

- assessing overall achievement on an assignment based on a single criteria using pre-defined achievement levels;
- reducing the time spent grading by allowing instructors to refer to a substantive description without writing long comments;
- identifying strengths and weaknesses across an entire class more clearly and helping faculty members adjust their instruction appropriately;
- ensuring consistency across time and across graders;
- reducing the uncertainty which can accompany grading; and
- decreasing the frequency of complaints about grades.
HISTORY OF GENERAL EDUCATION AT EICC

General Education at EICC was reviewed on a district-wide basis for the first time in 1983. In May of 1984, a report was issued making recommendations for a General Education structure and outcomes, as well as for common graduation requirements. During the years following the 1984 report, the movement toward competency-based curriculum design, the development of a program evaluation model, the formation and use of a student success model, and the evolution of a student achievement/assessment model combined to inhibit the full implementation of the report’s recommendations.

In 1992, EICC recognized the need to review its General Education curriculum and graduation requirements. The committee reviewed over 400 pages of information concerning national and state standards, recommendations of professional organizations, General Education examples from other community colleges, Course Development Models (CDMs) created by EICC faculty members for EICC courses, accreditation data, and the 1984 General Education Report. Opportunities to discuss the committee’s progress were provided on many occasions at the three colleges and at district councils. Numerous committee and subcommittee meetings were held to discuss issues and formulate recommendations. A report from the committee was issued in November of 1993.

In the report, the committee reaffirmed the definition of General Education at EICC as stated in the 1984 report:

General Education within EICC is that aspect of the instruction program which has as its fundamental purpose the integration and development of every student’s knowledge, skills, attitudes, and experiences so that the students can engage effectively in a life-long process of inquiry and decision-making.

The committee believed that as a result of their exposure to the entire General Education component, students will develop proficiencies that are specific to unique disciplines as well as competencies resulting from the assimilation of knowledge, information, and skills taken from a variety of disciplines. Thus, the 1993 report identified five integrated goals as institutional goals. Students were expected to develop:

1. An understanding of human behavior in order to deal effectively and ethically with self, other individuals and groups.
2. Strategies to adapt to change and achieve goals.
3. Critical thinking and problem-solving skills to be applied to a variety of situations.
4. The ability to comprehend, communicate, and apply information at the college level.
5. An appreciation and understanding of the physical/biological environment and humanity’s relationship to it.
In addition to integrated goals, the committee believed students would develop competencies specific to unique disciplines. As a result of their general education experience in the following eight disciplines, students pursuing the A.A. and A.S. degrees were expected to develop:

**Natural Sciences**
- An understanding of a branch of the Life Sciences
- An understanding of a branch of the Physical Sciences

**Communication**
- The ability to communicate their thoughts effectively through speaking and writing, and to read and to listen critically

**Arts and Humanities**
- An appreciation for the Humanities
- An appreciation of the Arts

**Mathematics**
- The ability to use college level mathematics

**Computer Skills**
- An understanding of computer terminology, operations, and applications

**Cultural/Historical Perspectives**
- An understanding of their own geography and culture
- An understanding of the geography and culture of others

**Social Sciences**
- An understanding of economics or political systems
- An understanding of how societies, groups, and individuals function

**Health and Well Being**
- An understanding of the basic principles of physical, mental, and emotional health and well being

Thus, a common set of requirements for graduation was adopted; up until this time, each of the colleges had unique graduation requirements.

Additionally, the committee determined a number of guidelines for General Education at EICC:

- that no General Education course would hold a pre-requisite that is not also a General Education requirement;
- that to be considered for General Education, a course must transfer to at least two of the three Iowa regent universities as fulfilling General Education requirements;
- that diplomas consist of fewer than 64 credits but more than 31;
- that certificate awards consist of fewer than 32 credits; and
that diplomas must have 6 hours of General Education, 3 of which must be in Communications (in 2018, the EPC Council reduced this requirement to 3 hours, which must be in Communications per state requirements).

A General Education Review Committee to consider the addition or removal of courses in General Education was set up to be an Ad Hoc Committee, to meet as requests came up in the district. Since 1993, and using processes involving faculty discussions and the Ad Hoc General Education Committees, the total credits required for an EICC AA and AS degree was reduced to 62 credits, and the requirement for a course in Health and Wellbeing was eliminated.

HISTORY OF ASSESSMENT AT EICC

Even though EICC has three different colleges, it is accredited as one entity, and has always approached learning outcome assessment with a unified approach.

In September of 2000, a Learning Assessment Committee was formed, initially consisting of three faculty members, an assessment coordinator, and the institutional researcher. Faculty members were asked to act as faculty liaisons. Their liaison charge was to:

- work closely with campus administration to implement and coordinate learning assessment activities on campus;
- aid in the evaluation of the effectiveness of the student learning assessment instruments and processes, and make recommendations for increasing the impact on student learning of the assessment processes;
- coordinate the delivery of Assessment System annual reports to the campus at which the liaison is based, and maintain strong relationships with the district assessment coordinator and other district and campus leadership to develop systems which use information gained from the systematic collection and examination of student learning data to document and improve student learning;
- contribute to the information, data, and writing of the Eastern Iowa Community College District Annual Assessment reports and other reports as required by the Higher Learning Commission (HLC), and other external examining agencies;
- serve as a campus information source, solution provider, and spokesperson for EICC learning assessment activities and requirements;
- serve as an information link to bring faculty member concerns and information from the campus to the district Learning Assessment Team;
- aid in the identification of faculty and staff development and training needs in the areas of student learning and assessment of learning; and
- act as a role model for the campus in commitment to excellent teaching and effective learning, encouraging all faculty members to become actively involved in improving student learning across academic programs.
The committee met regularly and implemented an assessment system that included indirect assessment using the Noel-Levitz Student Satisfaction Inventory (SSI), as well as direct assessment using the Collegiate Assessment of Academic Proficiency (CAAP) by ACT, Inc. The system included assessing students as they entered, continued as students, and as alumni through licensure and certifications. Assessment results were shared annually with faculty, members and discussions about areas of strength and weaknesses were conducted each year. Both institutional trend data and national comparative data was reviewed from the SSI and the CAAP. While several changes to curriculum and assessment system approaches were made as a result of the reviews, there became general discontent with the use of CAAP, primarily because the limited usefulness of the instrument to target areas for curriculum and learning improvement activities. While the CAAP module items were mapped to the EICC General Education course outcomes, closing the loop from outcomes to improvement activities was difficult.

In Spring of 2013, the committee was asked to develop a new assessment plan. While there were more faculty members on the committee at this point, the liaison role of the committee members was still the same as the initial charge. Additionally, the committee was asked to consider in its new assessment plan: 1) the mission and goals of EICC, 2) the General Educational philosophy in the documentation from prior General Education committees’ work, 3) best practices and contemporary thought regarding learning outcome assessment, and 4) multiple opportunities for district faculty members and administrators to provide input to the committee’s recommendations.

As they considered development of a new assessment plan, it became clear to the committee members that the General Education goals for EICC should be reviewed.

ADOPTION OF THE LEAP GOALS TO ASSESS GENERAL EDUCATION AT EICC

In the Spring of 2016, as the Outcome Assessment Committee (formerly known as the Learning Assessment Committee) considered the development of a new assessment approach and plan for the district, it recognized that the previous General Education goals, while laudatory, were vague, not easily assessed, and segmented by discipline. The group conducted a national search of institutional General Education goals. As the OAC looked at best practices in General Education goal writing, they found much work had been done in General Education assessment. Especially noteworthy was the LEAP initiative: Liberal Education and America’s Promise.

The LEAP Essential Learning Outcomes (referred to as the LEAP Goals) were developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association
Launched in 2005, the LEAP Goals provide a comprehensive and inclusive framework for college learning and reform that includes “essential learning outcomes”. Notably, these learning outcomes build from the strengths of the liberal arts tradition, fostering: (1) broad knowledge of science, culture, and society; (2) high-level analytical, communication, and problem-solving skills; (3) proactive commitments to ethical, societal, and personal responsibility; and (4) the integrative and adaptive capacities graduates need to tackle complex problems and a changing economic context. Hundreds of institutions and several state systems are using the LEAP framework of Essential Learning Outcomes, and the VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics that assess those outcomes.

On October 25, 2017, at the request of the faculty and the OAC, Eastern Iowa Community Colleges adopted the LEAP Goals of the AAC&U as the EICC General Education Goals. These goals replaced the General Education Goals that had been in place for over 25 years.

The LEAP Goals were adopted at EICC after a series of faculty-led activities:

- The EICC Outcome Assessment Committee identified LEAP Goals as something to pursue to frame EICC General Education and assessment activities (5/9/16, 9/21/16).
- The LEAP Goals were shared with the instructional deans at Deans meetings for their information and support (7/7/16).
- The OAC shared the LEAP Goals with the EICC Education Council and asked for their aid in facilitating faculty meeting discussion on the LEAP Goals (10/11/16).
- During regularly scheduled Faculty Meetings, faculty members discussed LEAP Goals in Faculty Meeting groups at each college (3/8/17, 3/23/17, 4/12/17). Education Council members facilitated the collection of the viewpoints from the discussions.
- The OAC met and reviewed the campus responses to determine that there was support for adoption of LEAP Goals (4/17).
- Representation from the OAC shared the summary of the faculty discussions of the LEAP Goals with EPC. EPC gave their approval for the recommendation to the Vice Chancellor’s Council for the adoption of the LEAP Goals (9/21/17).
- The Vice Chancellor’s Council approved the recommendation to the Chancellor’s Cabinet for the adoption of the Goals (10/5/17).
- The Chancellor’s Cabinet approved the adoption of the LEAP Goals as the EICC General Education Goals (10/25/17).
With faculty support and newly adopted General Education goals in place, the OAC could now begin the assessment of those goals. To see how the LEAP goals fit into the big picture of assessment at EICC, see the following figure.

**ASSESSMENT OF GENERAL EDUCATION AT EICC**

**What we expect students to be able to do after successfully completing the General Education Curriculum at EICC**

EICC’s previous General Education goals (written in 1993) and the approach to accomplishing them were based on a distributed model of learning: goals were “owned by departments and disciplines,” such as writing by the English department, and problem-solving by the Math department. Students’ exposures to the learnings were based on their taking specific courses in the disciplines.

However, the world in which our students will make choices and compose their lives will be one where they are asked to integrate the knowledge and abilities developed in their education. What students learn must be developed and synthesized across the curriculum rather than through one course or one experience. This is an integrated learning model rather than the distributed model previously used as a framework of higher education. Integrative learning is the understanding and a disposition that student learning builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences, to synthesizing and transferring learning to new, complex situations within and beyond the campus. The newly adopted LEAP Goals are integrated goals.
The LEAP Goals

As a result of their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World
- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including
- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, including
- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

In November of 2017, during a district-wide Assessment Day, EICC faculty members mapped the LEAP goals to EICC courses. The goal of this activity was to identify which courses and faculty members teach the LEAP goals. In September of 2018, after discussions with administration and EPC, it was determined that EICC would focus on Teamwork, Intercultural
Knowledge and Competence, Problem Solving, and Critical Thinking for the current four-year assessment cycle, with the possibility of adding more during the next cycle.

These goals were identified for initial focus as a result of several current EICC initiatives. Teamwork is the top local and national employer-identified employability skill. An EICC Lumina Right Signals Grant resulted in one-day training on employability skills held in September of 2017, in which 100% of the EICC CTE faculty members participated. Teamwork was identified during that training as the most common employability skill taught in EICC CTE programs. Additionally, several faculty members recently attended the Southern Center for Active Learning Excellence (SCALE) Institute at Patrick Henry Community College in Martinsville, VA to learn more about teamwork and collaborative learning.

Another current EICC initiative is the designation of certain EICC courses as “diversity-rich,” and the possible addition of a graduation requirement including the completion of two of these courses. This initiative is under the leadership of the Diversity Council. Mapping diversity curriculum and approaches in EICC coursework, and the discussions of how to approach diversity in the classroom, fit well with the assessment of the Intercultural Knowledge and Competence LEAP goal.

Problem Solving and Critical Thinking were chosen because the initial curriculum mapping activity done in November of 2017 indicated that these were the top two LEAP goals that faculty members stated that they teach and assess in their courses.

In addition to these four LEAP goals, it was also decided that Natural Sciences, Social Sciences, Math, Arts and Humanities, Education, Cultural/Historical Perspectives, Computer Skills, and Communications would each develop one discipline-specific learning outcome.

Starting with the 2018-2019 academic year, EICC will focus assessment efforts according to the assessment schedule illustrated in Appendix A and Appendix B. During Assessment Day in November of 2018, faculty members re-mapped these four goals to their courses. They also indicated whether or not they introduced, reinforced, or expected these goals in their courses.

How students will achieve the goals

Faculty members will collect assessment information within the classroom by collecting artifacts of current class assignments. This type of approach is called course-embedded assessment. The benefit of assessing classroom assignments is that these assignments may be, or already are, in place. It involves taking a second look at materials generated in the classroom. In addition to providing a basis for grading individual students, this second look allows faculty members to evaluate their approaches to instruction and course design by looking for learning patterns across multiple classes. Course-embedded assessment is cost-efficient, and is least likely to have problems related to student motivation. Additionally, faculty members may design exam questions or other assignments that are inserted into classroom work for the
purpose of providing group-level information. Faculty discussion and agreement on assignments and instructional approaches makes for richer interactions about student learning.

**How we will know that students have achieved the goals**

In order to assess these course-embedded assignments, the VALUE rubrics that were developed by the AAC&U as part of its LEAP initiative will be used. There are 16 VALUE rubrics that have been developed to assess the LEAP Goals.

VALUE rubrics are split into different dimensions related to the specific learning outcome. For each dimension, there are four performance levels that can be achieved. Each performance level in a dimension contains performance descriptors that can be used to assess students’ work. The performance descriptors demonstrate progressively more sophisticated levels of attainment.

VALUE rubrics were developed as metarubrics, which are rubrics that can be applied within and across disciplines to examine learning such as written communication or critical thinking. This makes them advantageous to evaluate the LEAP Essential Learning Outcomes expected of college students.

To ensure the rubrics are a valid tool in the assessment of student learning, it is crucial they align to the specified content standards and learning outcomes. In addition, performance descriptors have to be written in enough detail to distinguish between ability levels. VALUE rubrics have undergone this level of scrutiny and the fact that their validity has already been established makes them a fit for EICC’s assessment plan.

EICC will be adapting the VALUE rubrics for the following LEAP goals: Teamwork, Intercultural knowledge and competence, Problem Solving, and Critical thinking. Additional VALUE rubrics may be adapted for the assessment of specific discipline areas. The discipline areas that do not use VALUE rubrics will create or modify other existing rubrics to assess the learning outcomes developed in these areas.

When applying the rubrics to students’ work, it is important that there is interrater reliability of all the rubrics. EICC’s plan to ensure reliability is to utilize two or more raters to independently score the assessments and identify scoring ambiguity. More specifically, raters will review the rubric and examples of student work that serve as benchmarks for typical performance at each scale point on the rubric. This exercise will allow the raters to recognize the highs and lows of each score point and to correct their scoring. For scores that might not always fit neatly into categories, decision rules may have to be created in order to maintain scoring consistency and fairness.
Analysis of the assessment information

Faculty members will utilize the appropriate VALUE rubrics and EICC discipline-specific rubrics for the evaluation of student learning. The data generated will be collected on a district level for further analysis. Initial analysis will include generating a profile of the performance level frequencies for each dimension measured. These frequencies will indicate the number of students that achieved learning at a particular level. Other statistical analyses will be performed as needed.

Benchmarks that will be used to interpret EICC’s assessment results

For many students, the courses taken at EICC represent the first two years of a college experience. Baseline data will be collected during the first two years of the assessment plan. This data will then be used to set benchmarks that will be used to interpret future assessment results.

When and how often will assessment information be collected

Assessment of the LEAP Goals and the discipline-specific learning outcomes will be integrated into the program review process. During the first year of the cycle, one discipline-specific learning outcome will be developed. A corresponding rubric will be developed or adapted from an existing rubric. Also, the use of embedded assignments/questions will be discussed. The first year of the cycle also includes piloting the assessment of the learning outcome, revising the assessment process based on the pilot, training of faculty members, and full-scale assessment of the learning outcome. During the second, third, and fourth years of the cycle, assessment results will be analyzed, professional development will be planned according to the results, and re-assessment will be performed.

See Appendix A and Appendix B for complete details regarding the timing of assessment-related and program review events.

ADDITIONAL ASSESSMENT ACTIVITIES AT EICC

Assessment of the General Education curriculum is not the only way that students are assessed at EICC. There are several other opportunities for assessment of learning and assessment of perceptions of learning. Refer to Appendix C (Evidence of Student Learning) for a summary of all of the EICC assessment activities.
Assessment of Co-curricular Activities

Student engagement activities, such as athletics, clubs, etc., are those sponsored or recognized by a college which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution. These co-curricular activities may be defined as the activities undertaken to strengthen and complement classroom learning.

One of EICC's basic principles of assessment states that:

Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. It entails not only what students know but what they can do with what they know. It involves not only knowledge and abilities, but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom.

Just as learning needs to be done in both the curricular and co-curricular areas, so too must the assessment of that learning. Thus, in March of 2018, after doing an inventory of the co-curricular activities at EICC and mapping the LEAP goals to these activities, the Student Develop Council (SDC) made the decision to adopt the LEAP Goals for the assessment of co-curricular activities.

The schedule of which LEAP goals are going to be assessed can be found in Appendix A.

Student Perceptions of Learning

Survey of Entering Student Engagement (SENSE)

The Survey of Entering Student Engagement (SENSE) is a form of indirect assessment coordinated at the University of Texas at Austin to provide information about institutional practices and student behaviors in the earliest weeks of college. The items are based on best practices for student retention and completion. SENSE staff determine the classes to be sampled and reports frequency, mean, and median data. Comparison data is provided by SENSE for a national cohort and for other large community colleges. SENSE is administered to incoming students every fall in first-year courses sampled by the University of Texas at Austin. These data are used to help understand students’ critical early experiences and improve institutional practices that affect student success in the first college year.

Community College Survey of Student Engagement (CCSSE)

The Community College Survey of Student Engagement (CCSSE), based at the University of Texas at Austin, is an indirect assessment tool that asks community college students about institutional practices and student behaviors correlated highly with student learning and
retention. The CCSSE is administered to students every spring. Courses are selected through a random sampling process from all courses offered in a classroom setting. CCSSE staff provide reports with frequency, mean, and median data. Comparison data for a national cohort and for other large community colleges is also provided. CCSSE results are presented to faculty members, the administration, and EPC during the following fall semester. Discussions of the data and reports are held concerning pedagogy, instructional technology, student/faculty interactions, course rigor, and student connections to the college. An example of an initiative resulting from these discussions is in the area of collaborative learning. In 2015, CCSSE results at EICC indicated that improvements were needed in the areas of collaborative learning and teamwork. As a result of this, several faculty members attended the SCALE (Southern Center for Active Learning Excellent) Institute at Patrick Henry Community College in Martinsville, VA. The faculty members who attended the workshop shared what they learned with the rest of the EICC faculty during professional development sessions. The items on CCSSE concerning collaborative learning will be followed each year to see if the frequency of the use of that approach is increasing.

**Student Perception of Teaching (SPOT) Survey**

Faculty members are asked to use the Student Perception of Teaching (SPOT) Survey to elicit student comments about instruction and classroom management. This activity is designed to provide students the opportunity to assess selected characteristics of the instructional process, the instructor, and the course. Faculty members use the anonymized results of SPOTs to make improvements to their courses and instructional methods. Administrators use SPOTs to provide feedback to instructors during the evaluation process.

**CTE Program Review**

The EICC Career and Technical Education (CTE) Program Review is an important step in the assurance of the quality and currency of the colleges’ CTE programs. The review process consists of a four-year cycle that encompass a systematic collection of data and information about a CTE program in order to improve the program’s effectiveness. The information in the process is gathered, summarized, disseminated, and used to develop an action plan that is used to enhance the quality of the program. The overall goal is to identify actions, curriculum, instructional methods, and resource needs in order to move the program from its current level to forward-thinking approaches that better prepare EICC students for the workplace following their graduation from the program. Monies are allocated to programs at the end of the self-study year to purchase equipment and technologies that advance the program.

Teamwork is an essential element of the process. The program department faculty members, under the leadership of the program coordinator, prepare the self-study, identify technology
and facility needs, and update each course in the programs’ curriculum. During the updating of CDMs, appropriate General Education goals will be added if they are not already present.

A Peer Review team, made up of a faculty member from each of the three colleges, a marketing representative, and led by an instructional administrator, reviews the documents gathered for the review and visits the program at its site(s). The Peer Review Team interviews students in the program, faculty members, coordinators, and administrators. The Peer Review team report is prepared and used with the other documents generated in the process by the supervising dean and program coordinator to develop an action plan that is presented to EPC, the Chancellor, and the program’s Advisory Committee.

See Appendix A and Appendix B for a schedule of which CTE programs will be under review each year. A visual cycle of the CTE Program Review process is illustrated in Appendix D.

**Arts and Science Program Review**

The Arts and Science (A&S) Program Review Process has several purposes:

- Improve communication and relationships among discipline faculty members among the campuses, and between full-time, concurrent, and adjunct faculty members;
- Update curriculum through collaboration among discipline-specific faculty members who teach the courses and consider new skills, knowledge, or attitudinal areas for course development models (CDMs);
- Review pre-requisites and course descriptions;
- Review and discuss course-based data such as course grade distribution/completion rates to identify gateway courses to review;
- Address issues of interest/concern brought up by faculty members, such as transferability of courses;
- Review/discuss Transfer Major work in this discipline;
- Identify resource needs for the program;
- Identify, create, and implement new approaches to increase student learning;
- Identify activities to increase teacher effectiveness;
- Learn the role in the assessment of Arts and Sciences and General Education at EICC;
- Identify and begin work on assessment of learning outcomes for the disciplines under review; and
- Review outcome assessment data and determine areas and action plans for the improvement of student learning.

Arts and Science programs are reviewed every four years. The first year of the process involves a review of the courses in the catalog. This includes, but is not limited to, review of the course listings for the discipline area, revision of courses, elimination of courses, proposal of new courses, review of pre-requisite courses, review of course descriptions, and review of courses
offered as concurrent enrollment and online courses. In addition, faculty members in the programs under review will get training on how to write general goals and learning outcomes, and the CDM approval process.

Assessment activities will also be incorporated into the A&S Program Review Process. During the first year, one discipline-specific learning outcome and a corresponding rubric will be developed or revised and incorporated into CDMs, assessment of the learning outcome will be piloted, the assessment process will be revised as necessary, and full-scale assessment of the learning outcome will be done. During the second, third, and fourth years of the process, assessment data will be analyzed, a professional development plan will be made accordingly, and re-assessment will be performed.

See Appendix A for a schedule of which Arts and Science programs are under review each year. Appendix B contains a detailed list of activities for the programs under review. Appendix E illustrates the A&S program review process.

**Program-specific accreditation process**

Among critical student learning needs is to be up-to-date and compliant with specific occupational requirements. External agency accreditation of CTE programs enables EICC to assess changing workplace knowledge and skill needs for EICC graduates and adapt its programs to fit them. The following CTE programs maintain their occupational and or state/federally required accreditations:

- Culinary Arts Chef Apprenticeship Program (United States Department of Labor, Office of Apprenticeship and the American Culinary Federation through the Quad Cities Chefs de Cuisine, Chapter IL 032)
- Auto Collision Repair Technology (Automotive Service Excellence (ASE)/National Automotive Technicians Education Foundation (NATEF) Certification)
- Automotive Technology (Automotive Service Excellence (ASE))
- Diesel Technology ((Automotive Service Excellence (ASE))
- Dental Assisting Program (Commission on Dental Accreditation (CODA) of the American Dental Association)
- Cancer Information Management Program (National Cancer Registrars Association and students who complete EICC’s program are eligible to sit for the CTR exam under eligibility Route 2)
- Health Information Technology Program (Commission on Accreditation for Health Informatics and Information Management (CAHIIM))
- Radiology Technology Program (American Registry of Radiologic Technologists (ARRT))
• Registered Nurse Program and Licensed Practical Nursing Program (Iowa Board of Nursing)
• Respiratory Care Program (Commission on Accreditation for Respiratory Care (CoARC))
• Surgical Technology Program (Commission on Accreditation of Allied Health Education Program (CAAHEP))
• Veterinarian Technician Program (American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA))

Assessment of Graduates
Graduate survey cards are administered to students who participate in graduation ceremonies at SCC, MCC, and CCC. On the surveys, students are asked to rate college services and technology services at EICC using a scale of “Excellent,” “Good,” “Average,” “Poor,” “Very Poor,” and “Never Used.” They are also asked a few other questions regarding employment and transferability and also have the option to leave comments. Data from the surveys are compiled and presented by college. Information that is collected is used to improve the college experience for students.

Assessment of Entering Students
All EICC students are required to complete a placement process to make sure they take the appropriate classes right from the start. Students are encouraged to work with an admissions coordinator or advisor to discuss the multiple options for English and Math placement. For entry into the nursing program, students will have to also complete the TEAS Examination.

Students can also turn prior learning into college credit. For example, exams (e.g. Advanced Placement, CLEP, certification/licensure examinations, computer skills exams, etc.), apprenticeships, military training, a Prior Learning Assessment Portfolio, work-related seminars and training, and continuing education programs are taken into consideration when determining how much college credit a student will receive. With the documentation that students provide, credit is awarded for learning and not for experience. College credit is awarded for college-level learning only. The grades of Pass or Fail are awarded for Credit for Prior Learning and conventional letter grades are not used. Credit earned through Credit for Prior Learning is applied towards EICC program awards.


**ROLES AND RESPONSIBILITIES**

**Planning for assessment**

The Outcome Assessment Committee (OAC), headed by the Assessment Officer, is ultimately responsible for the planning of assessment activities. Any recommendations made by the OAC are forwarded for approval and support to the Educational Policies, Procedures, and Curriculum (EPC) Council. Final approval is then sought from the Academic Leadership Council (ALC).

**Data collection**

The Assessment Officer and OAC are responsible for collecting data during the assessment process.

**Data analysis**

The Assessment Officer, working with the department of Institutional Research, is responsible for the analysis of data that is collected during the assessment process.

**Reporting**

Assessment results will be reported to multiple stakeholders. Results will be reported in different formats depending on the audience (e.g. short presentations for faculty members and staff and longer institutional reports for administrators). The OAC, the Assessment Officer, and the Dean of Curriculum and Accreditation will be responsible for communicating assessment results.

Assessment results will also be posted to EICConnect and the EICC Assessment webpage. Results posted on the public webpage will be written for a general public audience.

Additionally, results will be communicated to the EICC Cabinet and to the Board of Trustees as appropriate.

**Decision-making**

EICC is focused on “closing the assessment loop.” Within the first year of a program’s review cycle, assessment results will be used during the review and updating of course CDMs.

In addition, faculty members will analyze the data to develop professional development plans. Professional development plans will be presented to the OAC and to EPC for review and feedback to be carried out in the third year of the assessment cycle.
Finally, other departments or governing bodies, such as the Department of Curriculum, ALC, Cabinet, or Board of Trustees, may use the results of assessment for other institutional decisions.

EVALUATION OF ASSESSMENT PROCESSES AT EICC

Meta-assessment is the improvement of assessment processes, also known as the “assessment of assessment.” The purpose of meta-assessment is to ensure that an institution’s practices are fulfilling the promise and purposes of assessment.

EICC evaluates its assessment processes annually during its Assessment Retreat, which involves key on-campus stakeholders (e.g. OAC members, Dean of Curriculum and Accreditation, Deans of Instruction, Vice Chancellor for Education and Training, etc.). During these discussions, assessment approaches and processes are reviewed and evaluated. In addition, the Assessment Plan is reviewed and updated to the current year’s activities.

FACULTY AND STAFF TRAINING

In order to create a culture of assessment, assessment is integrated into many EICC practices and resources:

District-Wide Assessment Days

Beginning in the 2017-2018 academic year, EICC hosts two Assessment Days each academic year for assessment activities. Assessment Day takes place in November and April of every academic year. During this required in-service day, several activities related to the assessment of the LEAP goals take place, including faculty training in assessment, curriculum mapping, development of discipline-specific student learning outcomes, development and modification of rubrics to assess the discipline-specific student learning outcomes, and professional development activities. In addition, concurrent enrollment instructors from the local high schools are invited to participate in Assessment Day to learn more about the assessment of the LEAP goals and to participate in discipline-specific applications of the LEAP goals.

New Faculty Development Course and mentoring program

New faculty members that are hired by EICC are required to participate in a New Faculty Development Course and mentoring program. As of the 2018-2019 academic year, one of the topics addressed during this course is assessment. This will familiarize new faculty members with the definitions and expectations associated with assessment.
**Canvas assessment site and resources**

To help contribute to a culture of assessment at EICC, a Canvas site has been created that all faculty members will be enrolled in. The Canvas assessment site, which is called the Virtual Center for the Assessment of Undergraduate Learning and Teaching (VAULT), will be a repository for training modules, resources, discussion boards, and other assessment-related professional development activities. One such training tool is an Assessment 101 course that is required of all faculty members, including concurrent enrollment instructors, adjunct instructors, and online instructors.

**Course Development Models**

EICC uses Course Development Models (CDMs) for all courses offered at EICC. A CDM provides critical information about the content of a course of instruction. It is also the basis for articulation agreements with the Iowa Regent Universities and other universities and colleges. At a minimum, a CDM contains the following: Catalog Course Number, Course Title, Course Credit, Catalog Description, Prerequisites, General Course Goals, and Objectives.

During the A&S Program Review and CTE Program Review cycles, the different disciplines will develop discipline- or program-specific learning outcomes. These goals will be incorporated into the CDMs for the courses in that discipline or program. This will allow for objectives for a course to tie back to the overall discipline- or program-specific learning outcomes. The LEAP goals will also be incorporated into CDMs.

**Additional Professional Development at EICC**

In addition to specialized assessment activities, there is a day set aside each semester for professional development for all faculty and staff. During these days, also known as Fall Development Day (held every September) and Spring Symposium Day (held every February), faculty and staff choose from several professional development sessions, some of which are geared towards assessment. Assessment topics will be determined by the OAC.
<table>
<thead>
<tr>
<th>Academic Years</th>
<th>A&amp;S Program Review and Assessment</th>
<th>CTE Program Review</th>
<th>General Education Assessment (LEAP Goals)</th>
<th>Co-curricular Assessment (LEAP Goals)</th>
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<tbody>
<tr>
<td>2018-2019</td>
<td>Mathematics</td>
<td>American Sign Language (ASL)/English Interpreter</td>
<td>Automotive Technology</td>
<td>Teamwork</td>
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<td></td>
<td>Natural Sciences</td>
<td>CNC Machining</td>
<td>Emergency Medical Services (EMS)</td>
<td>Student Senate</td>
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<td></td>
<td>Social Sciences</td>
<td>Graphic Arts</td>
<td>Health Information Technology (HIT)</td>
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<td>Hospitality</td>
<td>Heating, Ventilation, and Air Conditioning (HVAC)</td>
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<td>Mechanical Design</td>
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<tr>
<td>2019-2020</td>
<td>Arts and Humanities Education</td>
<td>Accounting</td>
<td>Business</td>
<td>Teamwork – all</td>
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<tr>
<td></td>
<td></td>
<td>Diesel Technology</td>
<td>Environmental Health &amp; Safety</td>
<td>Critical Thinking</td>
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<td>Radiologic Technology</td>
<td>Surgical Technologist</td>
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<tr>
<td>2020-2021</td>
<td>Historical/Cultural Perspectives</td>
<td>Agribusiness</td>
<td>Early Childhood Education</td>
<td>Problem Solving</td>
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<td></td>
<td>Computer Skills Honors</td>
<td>Engineering Technology</td>
<td>Farm Management</td>
<td>Creative Thinking</td>
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<td>Information Technology</td>
<td>Renewable Energy</td>
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<td>Supply Chain &amp; Logistics</td>
<td>Truck driving</td>
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<td>Veterinary Technician</td>
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<tr>
<td>2021-2022</td>
<td>Communications</td>
<td>Administrative and Office Support (AOS)</td>
<td>Auto Collision</td>
<td>Critical Thinking</td>
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<td></td>
<td></td>
<td>Cancer Information Management (CIM)</td>
<td>Culinary Arts</td>
<td>Civic Engagement</td>
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<td></td>
<td>Dental Assisting</td>
<td>Nursing</td>
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<td></td>
<td></td>
<td>Sonography</td>
<td>Welding</td>
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<tr>
<td>2022-2023 (Cycle Starts Over Again)</td>
<td>Mathematics</td>
<td>American Sign Language (ASL)/English Interpreter</td>
<td>Automotive Technology</td>
<td>Teamwork</td>
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<td></td>
<td>Natural Sciences</td>
<td>CNC Machining</td>
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<td>Mechanical Design</td>
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## APPENDIX B—DETAILED SCHEDULE OF ASSESSMENT ACTIVITIES

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<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
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<tr>
<td><strong>Teamwork</strong></td>
<td>Design, Pilot</td>
<td>Revise, Train, Assess</td>
<td>Analyze, Intervene</td>
<td>Re-Assess</td>
<td>Analyze, Intervene</td>
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<tr>
<td><strong>Intercultural Knowledge and Competence</strong></td>
<td>Design, Pilot</td>
<td>Revise, Train, Assess</td>
<td>Analyze, Intervene</td>
<td>Re-Assess</td>
<td>Analyze, Intervene</td>
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<tr>
<td><strong>Critical Thinking</strong></td>
<td>Design, Pilot</td>
<td>Revise, Train, Assess</td>
<td>Analyze, Intervene</td>
<td>Re-Assess</td>
<td>Analyze, Intervene</td>
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<tr>
<td><strong>Problem Solving</strong></td>
<td>Design, Pilot</td>
<td>Revise, Train, Assess</td>
<td>Analyze, Intervene</td>
<td>Re-Assess</td>
<td>Analyze, Intervene</td>
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<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td><strong>Natural Sciences, Social Sciences, Math</strong></td>
<td>Design, Pilot</td>
<td>Revise, Train, Assess</td>
<td>Analyze, Intervene</td>
<td>Re-Assess</td>
<td>Analyze, Intervene</td>
</tr>
<tr>
<td><strong>Arts and Humanities, Education</strong></td>
<td>Design, Pilot</td>
<td>Revise, Train, Assess</td>
<td>Analyze, Intervene</td>
<td>Re-Assess</td>
<td>Analyze, Intervene</td>
</tr>
<tr>
<td><strong>Cultural/Historical Perspectives, Computer Skills, Honors</strong></td>
<td>Design, Pilot</td>
<td>Revise, Train, Assess</td>
<td>Analyze, Intervene</td>
<td>Re-Assess</td>
<td>Analyze, Intervene</td>
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<tr>
<td><strong>Communications</strong></td>
<td>Design, Pilot</td>
<td>Revise, Train, Assess</td>
<td>Analyze, Intervene</td>
<td>Re-Assess</td>
<td>Analyze, Intervene</td>
</tr>
</tbody>
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## Direct EICC Assessment

### Pre-program
- **Placement**
  - Math (ACT, ALEKS, SAT)
  - English (ACT, High School Transcript, HSET, Accuplacer)
- **Credit for Prior Learning**
  - Exams (AP, CLEP, certification/licensure exams, etc.)
  - Apprenticeships
  - Military training
  - Prior Learning Assessment
  - Portfolio
  - Work-related seminars and training
  - Continuing Education programs

### During Program
- **Capstone Project**
  - Administrative and Office Support
  - CNC Machining
  - Electromechanical Systems
  - Engineering Technology
  - Environmental Health and Safety
  - Supply Chain and Logistics
  - Mechanical Design Technology
- **Cooperative Experience**
  - Accounting
  - Administrative and Office Support
  - Agribusiness/Management
  - ASL-English Interpreting
  - Auto Collision Repair
  - Automotive Technology
  - Business Management
  - Cancer Information Management
  - Culinary Arts
  - Diesel Technology
  - Early Childhood Education
  - Engineering Technology
  - Farm Management
  - Health Information Technology
  - Hospitality Management
- **Industry Competency Exam**
  - HVAC
- **LEAP Essential Learning Outcomes (AAC&U)**
  - General Education Curriculum
  - Co-curricular Activities

### Post-program
- **Clinical Experience**
  - Dental Assisting
  - Nursing
  - Radiology Technology
  - Sonography
  - Surgical Technology
- **Industry-Recognized Credentials**
  - A+ Certification
  - GCFA Certification
  - CISCO Certification
  - Comptia IT Fundamentals, Security+, Network+, Project+, Server+, Storage+
  - DOT Hazardous Material Certification
  - IZO-047 Oracle Database SQL Expert
  - IZO-147 Oracle Database 11g: Programming with PL/SQL
  - JAVA
  - Microsoft MOS (Microsoft Technology Associate (MTA) Certifications)
  - OSHA Certification
  - Quickbooks Certification
  - RCRA Certification
  - ServSafe Certification
  - Windows Operating System Fundamentals
- **Licensure/Certification Exams**
  - ARRT Exam (Radiology Technology)
  - CAAHEP Certified Medical Assistant Exam (Medical Assistant)
  - CDL (Truck Driving)
  - CST (Surgical Technologist)
  - CTR Exam (Career Information Management)
  - Dental Assistant National Board Exam or Iowa Board of Dental Examiners Radiography, Infection Control, Hazardous Waste and Jurisprudence Exam (Dental Assisting)
  - NVTE or Iowa Veterinary Technician Exam (Veterinary Technician)
  - National Registry EMT or AEMT Certification Exam (Advanced Emergency Medical Technician)
  - NCLEX-PN (Practical Nursing)
  - NCLEX-RN (ADN)
  - OSHA Certifications (Environmental, Health and Safety)
  - RHIT (Health Information Technology)

## Indirect EICC Assessment

### Advisory Committees
- Survey of Entering Student Engagement (SENSE)
- Community College Survey of Student Engagement (CCSSE)
- Student Perceptions of Teaching (SPOT) Surveys
- CTE Program Review Current Student Surveys

### Program Review at EICC (25% of the Programs per Year)
- Arts and Sciences
- Career and Technical Education (CTE)
APPENDIX D—CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM REVIEW CYCLE

CTE Program Review

Year Four
Action Plan Review

Year Three
Action Plan Monitoring

Year Two
Action Plan Implementation & Innovation Funding Allocation

Self-Study Year
- Data Collection
- Self-Study Workshop
- Data Analysis
- Self-Study Report
- Peer Review Study
- Peer Review Report
- Action Plan Workshop
- Action Plan Development
- Action Plan Presentation

Professional Development Process
Processes Step
Outcome Document
A & S Program Review and Assessment

Year Four
- Analysis of Assessment Evidence
- Professional Development
- Re-Assessment

Year Three
- Analysis of Assessment Evidence
- Professional Development
- Re-Assessment

Year Two
- Analysis of Assessment Evidence
- Professional Development
- Re-Assessment

Year One
- CDM Review
- CDM Approval
- Design and Pilot of Assessment Process
- Full-Scale Assessment of Discipline Areas Under Review
REFERENCES USED FOR THE ASSESSMENT PLAN


TIMELINE OF ASSESSMENT PLAN APPROVAL PROCESS

Outcome Assessment Committee (OAC) approval 10/25/2018

Educational Programming, Policies, and Curriculum (EPC) Council approval 12/3/2018

Academic Leadership Council (ALC) approval 12/6/2018