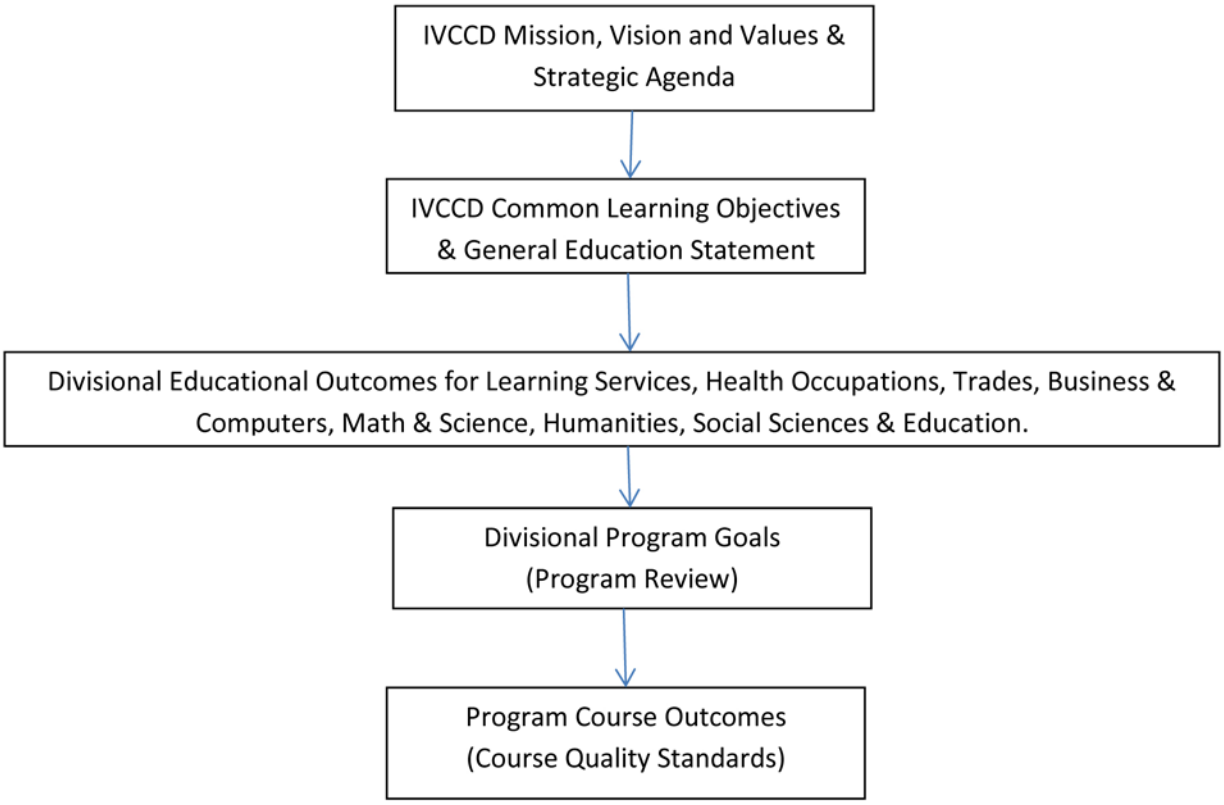
IVCCD ASSESSMENT DATA for DECISION-MAKING



IVCCD Strategic Plan—Academic Guidance Relationships

MISSION: Iowa Valley Community College District is committed to providing quality learning experiences, ensuring student success, responding to diverse community needs, and building community partnerships.
VISION: We will serve our communities as the essential catalyst for educational and economic vitality.
CORE VALUE:
Educational Excellence – We believe in helping students achieve their goals by offering distinctive educational programs and support services in a stimulating environment, accommodating different learning styles, valuing diversity, and preparing them to be successful citizens in a global society.
STRATEGIC AGENDA GOAL: Expanding pathways to student success.

IVCCD General Education Statement

IVCCD serves a diverse population, the members of which have unique expectations for their college experiences. Regardless of those differences, there is a common set of learning objectives we hold for all IVCCD students: General education is intended to provide breadth of learning. General education imparts common knowledge, promotes intellectual inquiry, and stimulates the examination of different perspectives, providing students with knowledge, information, and skills essential for successful life in a complex, changing world. General education relates both to students' technical or professional preparation and to their personal, social, and lifelong learning needs. Most important, inherent in the idea of general education is the love of learning and the idea of civility and respect for all persons. As part of a combined effort in 2000, and reviewed in 2004 and 2008 and 2012, ECC and MCC faculty collectively developed a set of common learning objectives for all students (as well as course and program objectives).

2012-2013 IVCCD Common Learning Objectives (CLOs):

1. Students will demonstrate "acquiring knowledge" by:
    a. Identifying, defining and listing knowledge (cognitive domain).
    b. Producing a product through imitation, practice or habit (psychomotor domain).
    c. Displaying and integrating beliefs and behaviors (affective domain).
    d. Using deductive and/or inductive thinking ability. (Deductive uses IF-THEN logic and Inductive uses broad experiences to determine generalities).
    e. Investigating the aesthetic richness that has contributed to human life. (Literature, Music, Arts, History, etc.).

2. Students will demonstrate "thinking critically and solving problems" by:
    a. Applying knowledge and skills to solve problems.
    b. Manipulating and interpreting information.
    c. Developing reasoned and thorough arguments for valid/meaningful conclusions.

3. Students will demonstrate "reading, writing, speaking and listening communications" by:
    a. Organizing effective and coherent products and presenting to the appropriate audience and to the appropriate purpose .
    b. Using grammatically correct and persuasive language.
    c. Summarizing visual or audible information accurately.

4. Students will recognize and understand "good citizenship" by:
    a. Demonstrating life skills such as self-awareness, interpersonal skills, self-advocacy, time management, fiscal responsibility, teamwork, and continuous quality improvement.
    b. Understanding expectations, obligations and processes of global citizenship.
    c. Making ethical decisions and moral choices.
    d. Recognizing the dignity and worth of each individual and understanding various cultures and their interrelationships.

5. Students will demonstrate "technological and information literacy" by:
    a. Using computer applications appropriate to the field of study or occupation chosen.
    b. Using information technology responsibly as a tool for creativity, research, publication, critical thinking, and/or communication.

- Each Division has identified student learning goals that flow from these CLOs (see next pages).
- Each Program/Department has identified student learning objectives based on the Division goals.
- Each Course within a Program/Department has identified quality performance standards based on the learning objectives for that area (see individual course syllabus).
- Faculty in each course and program review annually the learning objectives and course standards.

CLO	No. Assmt. Types	No. Faculty Part.	No. Students Affected	Pct. of Students Successful
ECC – Technical Literacy	10	23	556	93%
MCC – Good Citizenship	14	30	761	93%

Figure 7.1-17 2011-2012 CLO Assessment Results

Divisional General Education Outcomes

IVCCD Learning Services: Successful utilization of learning services opportunities will empower students to:

1. Understand self as a learner, i.e., learning style and strengths/weaknesses.
2. Access institutional resources to identify and pursue personal, educational and occupational/career goals.
3. Develop skills for success in college-level coursework.
4. Recognize their responsibility for achieving desired academic goals.

IVCCD Health Occupations:

1. Acquire knowledge to facilitate passage of board exams / dental certification exams and to prepare for contemporary clinical practice.
2. Develop critical thinking and problem-solving skills to prepare for safe practice in health care settings.
3. Promote practice within the ethical, legal, and regulatory frameworks of health care.
4. Demonstrate caring, compassion, and cultural awareness with interpersonal communications.
5. Maintain current knowledge and skills with participation in lifelong learning and professional growth.
6. Emphasize health care as both an art and a science.
7. Demonstrate accountability and responsibility within the health care community.

ECC Business:

1. Serve persons of all ages in preparing for job entry and careers in business and industry.
2. Prepare students to combine lifelong learning through effective communications, critical thinking, and problem solving skills.
3. Encourage students to be productive member of society through the development of moral ethical and civic behavior.
4. To offer a comprehensive business/computer science curriculum to meet the transfer needs for all students.
5. Provide curriculum for career advancement to meet county needs.

MCC Business:

1. Acquire knowledge necessary for success in career and technical fields and in society.
2. Understand the benefits/consequences of ethical/unethical conduct.
3. Improve communication skills (sending, receiving, and comprehending).
4. Appreciate diversity.
5. Appreciate lifelong learning for personal and professional growth.

ECC Trades:

1. Participate in all team building activities.
2. Actively interact with the community.
3. Communicate effectively with business and industry.
4. Promote a positive and professional learning atmosphere.
5. Utilize hands-on learning through non-traditional educational resources.
6. Develop learning communities to enhance educational experiences.

IVCCD Social Science/Education: Upon successfully completing degree requirements, students should be able to:

1. Communicate effectively, both orally and in writing.
2. Engage in logical thinking.
3. Appreciate human diversity within a variety of societies and cultures.
4. Demonstrate an appreciation of moral and ethical judgment.
5. Understand the importance of lifelong learning through cognitive and physical activities.

IVCCD Math/Science: Upon successfully completing General Education degree requirements, transfer students should be able to:

1. Cite and apply relevant definitions, laws, principles, theories, and models.
2. Apply standard problem solving methods to ensure the lifelong learning process.
3. Create and interpret charts and graphs.
4. Apply appropriate methods to execute proper experimentation and research.
5. Professionally and effectively communicate mathematic and scientific concepts and outcomes.

6. Recognize and appreciate the relevance of the physical and natural world in their personal and/or professional lives.

MCC Trades:

1. Recognize and demonstrate the practice of proper safety procedures in their chosen career.
2. Acquire and maintain knowledge to effectively operate the tools and equipment of their chosen career.
3. Define the technical terms used in their career and effectively communicate those terms.
4. Demonstrate the ability to effectively solve problems and think critically.
5. Demonstrate the ability to use proper procedures, practices, and ethical behavior in their career.
6. Demonstrate an appreciation to monitor technical advancements in their chosen career.
7. Student must be able recognize and demonstrate the ability to promote value-added activities by eliminating waste:
    a. Excess processing - Excessive reviews of work, over-inspecting
    b. Motion - Eliminating any motion that does not add value
    c. Inventory - Ordering more materials than needed
    d. Transporting - Moving materials from one job to another
    e. Waiting for materials or people, unnecessary approvals
    f. Overproducing - Making more than needed
    g. Defects - Doing something over is a waste
    h. Not utilizing employees - not training or using the knowledge of others to satisfy the customer

IVCCD Humanities: Upon successfully completing institutional requirements, students will be able to:

1. Acquire knowledge through careful reading, critical listening, observation, and individual research.
2. Think critically, analyze, and solve problems in written communication, oral communication, and the visual and performing arts.
3. Communicate effectively through writing, speaking, and the visual and performing arts.
4. Embrace lifelong learning through appreciation of the arts and literature.
5. Recognize and practice ethical behavior in public and private spheres.
6. Appreciate aesthetics in the various arts.
7. Demonstrate good citizenship through their support of the arts.
8. Demonstrate an appreciation for diversity through embracing differences of race, gender, language, ethnicity, and culture.

IVCCD Assessment Process Components

Each year, individual faculty develop an assessment plan for one or more course objectives on file with the Deans of Academic Affairs. Analysis of the aggregate course learners' mastery of the course objective is the goal. The results for all faculty are plotted against a District/Division/Department matrix called the Goals Assessment Grid. The I.E. Committee reviews the grid regularly to determine areas of emphasis needed in assessment for the upcoming year. The Division assessment results are shared at annual assessment workshops each Fall and are posted on the Assessment website along with the calendar of assessments. The following areas of institutional academics are assessed with the following instruments:

Academic Category	Assessment Instrument(s)
• Course Learning Objectives	Individual faculty assessments (Grid) Summaries Third party assessments by program
• Math, Reading and Writing Competency	End of course assessments
• Value-Added Learning	Voluntary framework accountability (later)
• Student Engagement in Learning	CCSSE
• Student Course Satisfaction	Annual student evaluation summaries Perkins program summary Continuing Education course evaluations
• Instruction	Faculty evaluations Professional development summaries
• Benchmarks to Peer Colleges	NCCBP
• Program Evaluation	Program review summaries Advisory Board ratings Program viability summaries
• Continuous Improvement Evaluation	AQIP Examiner CCSSE student results Student evaluation results Quality Matters (online) results
• Academic Outcomes	Graduation rates GPA summary Internet course outcomes Transfer student GPAs Retention rates Mandatory placement outcomes Career placement numbers by program Perkins core indicators Course and college withdrawal rates
• Other Assessments	HS graduates % and market penetration Employer satisfaction surveys Internship summaries Capstone course evaluations