Assessment Committee and Annual Report Card Renamed

THE ASSESSMENT COMMITTEE recently met to review the 2003 Annual Report Card draft. It was agreed at the meeting to change the Assessment Committee to the Institutional Effectiveness Committee, and to rename the Annual Report Card to the Annual Report Card on Institutional Effectiveness Plan. The name changes reflect the content of the Annual Report Card which reports IECC’s overall institutional effectiveness in meeting its stated mission and purpose.

THE IECC—HLC WEBSITE WILL BE AVAILABLE THIS FALL.

IECC—HLC Committees

THE IECC—HLC STEERING COMMITTEE began meeting in December 2002. This committee will oversee the HLC—NCA accreditation visit that is scheduled April 18-20, 2005. Prior to the visit, IECC must prepare a Self-Study that addresses the new criteria that was approved in March of 2003. The Self-Study will be reviewed by the visiting team prior to their visits to the colleges and the district office. The HLC Steering Committee meets monthly at the OCC Banquet Room and the meetings are open to all IECC employees. Jeff Gumbel is currently working on a website that will house HLC information and committee reports. In the meantime, HLC resources can be located on the Intranet under Documents.

The HLC Steering Committee members represent all areas of the colleges and the district office. Dr. Jackie Davis, President of Olney Central College and Pamela Schwartz, Associate Dean of Institutional Development at the District Office have been appointed co-chairs by CEO Bruce. Dr. Harry Benson, President of Wabash Valley College and Dr. Patricia Owens, WVC faculty member have been appointed as co-editors of the Self-Study. Carla Gardner (OCC) is serving as the recorder for the committee. Other members include:

- Dr. Michael Dreith, FCC Administration
- Joseph Kiser, LTC Student Trustee
- Dr. John Arabatgis, LTC Administration
- Kathy Harris, LTC Faculty
- Mark Fitch, OCC Faculty
- Donna Henry, OCC Administration
- Chris Webber, OCC Administration
- Larry Hoeszle, WVC Faculty
- Wayne Henegar, WVC Administration
- George Woods, WED Administration

Recommended reading:

A Student Learning Outcomes Survey was developed by the SLO Committee and the Deans’ Committee, which will be given to students during the final weeks of the course. This survey will ask the student to assess their level of learning during the course. The seventeen statements were approved by the Communications Committee and the Cabinet. Additional information about the Student Learning Outcomes Survey will be provided at the fall faculty workshops.

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HLC—NCA Introduces Cross Cutting Themes as Context for Evaluation

The Higher Learning Commission has introduced four new themes that it values in meeting the new criteria for accreditation. The four themes were introduced for the first time at the HLC Annual Conference in April. The entire text can be located at www.ncahigherlearningcommission.org/restructuring/prework/ThemesoftheNewCriteria.pdf.

The themes are:

1. The Future-Oriented Organization
   Engages in planning
   Is driven by mission
   Understand social and economical change
   Focuses on the future of constituents
   Integrates new technology

2. The Learning-Focused Organization
   Assesses student learning
   Supports learning
   Supports scholarship
   Creates the capacity for lifelong learning
   Strengthens organizational learning

3. The Connected Organization
   Serves the common good
   Serves constituents
   Creates a culture of service
   Collaborates
   Engages in healthy internal communications

4. The Distinctive Organization
   Has an unambiguous mission
   Appreciates diversity
   Is accountable
   Is self-reflective
   Is committed to improvement

The Commission has several purposes in mind in identifying these themes. The themes:
- Highlight primary attribute of effective and high-performing organizations valued by the Commission
- Establish broad benchmarks for evaluating the interpretation and application of the new Criteria
- Indicate the interrelatedness of the Criteria

Student Learning Outcomes Survey

A = Strongly Agree
B = Agree
C = Disagree
D = Strongly Disagree
E = Not Applicable to This Course

1. I gained factual knowledge: including terminology, classifications, methods, and trends.
2. I learned fundamental principles, generalizations, or theories.
3. I learned to apply course material to improve rational thinking, problem solving, and decision-making.
4. I developed skills and competencies needed in the workplace.
5. I improved my critical thinking skills.
6. I improved my sense of responsibility, including self-reliance and self-discipline, for meeting deadlines.
7. I gained a broader understanding and appreciation of intellectual or cultural activity.
8. I improved my skills in expressing myself orally or in writing.
9. The topics and class activities in this course were related to each other.
10. I worked harder on this course than on other courses I have taken.
11. I had a strong desire to take this course.
12. I would like to take another course in this subject area.
13. As a result of taking this course, I have more interest in this field of study.
14. The tests, projects, and assignments covered the most important course points and objectives.
15. The tests, projects, or assignments required critical thinking.
16. The use of technology in this classroom was supportive of the learning process.
17. Overall, I learned a great deal in this course.
IECC ATTENDS HLC—NCA ANNUAL CONFERENCE

The Higher Learning Commission—North Central Accreditation Annual Conference was held in Chicago, April 13-16.

Attending from IECC was CEO Bruce, Dr. Harry Benson, Chris Cantwell, Dr. Jackie Davis, Dr. Michael Dreith, Kathy Pampe, and Pam Schwartz.

The HLC Conference conducted an all-day workshop on the New Criteria for Accreditation and introduced four cross-cutting themes as a context for evaluation. The new criteria will be required for accreditation beginning spring of 2005. IECC will have their accreditation visit April 18-20, 2005.

Various programs offered during the general meeting included: conducting the self-study, student learning and assessment, faculty development, partnerships, organizational effectiveness, and effective learning environments. A resource room was also available to review current self-study documents from recent HLC accreditations.

More information concerning the new accreditation criteria and information from the workshop can be reviewed on the HLC website at www.ncahigherlearningcommission.org/restructuring/.

New IECC Mission and Purposes

THE MISSION of Illinois Eastern Community Colleges District 529 is to provide excellence in teaching, learning, public service, and economic development.

PURPOSES

The district is committed to high academic standards for pre-baccalaureate, career, and technical education that sustain and advance excellence in learning. The mission is achieved through a variety of programs and services that include, but are not limited to:

- educational programs, including pre-baccalaureate, career, and technical degrees and certificated that prepare a diverse student body for transfer to a four-year institution of higher education or entry into a multicultural global workplace;
- program, course and institutional goals that have identifiable and measurable learning outcomes that are clearly understood by students;
- utilization of resource-sharing partnerships to expand, retrain, and strengthen the industrial base of southeastern Illinois;
- academic programs and institutional services that are reviewed and revised on a scheduled timeframe with a focus on accountability relative to planning, student and program assessment, and learning outcomes;
- adult and continuing education designed to meet the immediate and long-term needs of the residents in the district;
- programs in remedial education, which assist district residents in attaining skills and abilities needed to enter and complete college-level programs;
- student advisement, counseling, and placement services for the purpose of assisting students in choosing a program of study, transferring to a four-year institution, entering employment, or completing certificate or course goals;
- curricula and services that are developed and updated, as necessary, to meet both short- and long-term needs of the residents of the district;
- community education and community service activities that provide a cultural and intellectual resource center for the area as well as identifying and honoring multicultural and diversity within our communities;
- professional enrichment and growth experiences for college, faculty, administrators, and staff which will improve and enhance instruction and service; and,
- resources, facilities, staff, and equipment to support all program and service components of the college.