

Journey to HLC Visit 2022



April 4, 2022

Criterion 4. TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

ECC demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence of our Teaching and Learning: Evaluation and Improvement

- ECC Guided Pathways – academic maps with a pattern of courses that students will complete within a certificate or degree program, to ensure a broad and appropriate educational experience. Cocurricular definition established, and assessment process aligned with other assessment practices.
- Curriculum Council and Academic Council – multi-disciplinary team approves needs analysis for new courses and programs, academic catalog maintenance, changes in curriculum. Assessment plan for new programs and courses are initially approved.
- Assessment Processes:
 - Comprehensive Review (Program Review) – standard IR data template, transfer and CTE pathways, articulation agreements, cost to educate, advisory boards, faculty credentials, five-year trends, student recruitment and retention, facilities, assessment for student learning data, SOAR analysis, and goal setting
 - Annual Assessment (AARP) – annual department/discipline standard IR data template, annual review of student learning data, course success rates, retention, and goal setting.
 - ISLO's - Communication, Critical Thinking, Social Responsibility, and Personal and Professional Development. Continually collecting data through rubrics (Canvas) and analyzing data with action plans on a rotation. Critical Thinking Colloquy Fall 2021. Preparing for Social Responsibility Colloquy Fall 2022.
 - Cocurricular – standardized process for formally assessing student learning (CARP), ECC has definition for cocurricular that is activity based. Recent: All Campus Read, International Education Week Soup and Stories.
 - General Education - General Education learning outcomes are ECC's Institutional Student Learning Outcomes and assessed through the ISLO assessment. Comprehensive Review for General Education underway and began with alignment of Core 42 Competencies with ISLO Performance Indicators.

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- Learning Resources – NetTutor, Learning Center, tutoring whenever and however, library, Research LibGuides, OER, Canvas, Help Desk, Aviso and Early Alert, Success Coaches, hot spot and laptop checkouts, etc. Library and Learning Center recent CR.
- Examinations and Reporting – national board registries and exams, required and voluntary program accreditations, graduate tracking, results on IR webpage.
- Assessment Academy – joined in 2018, created and completed three-year plan to improve assessment processes and enhance our culture of assessment. Complete Academy in Fall 2022.
- Strategic Enrollment Management/Retention (SEM-R) Committee – established in 2017 to study enrollment changes, enrollment predictions, data definitions, persistence, retention, completion. Multi-disciplinary committee. Enrollment Management Plan with goals align with strategic plan and initiatives divided by enrollment cycle of recruitment, onboarding, persistence, and completion.

How would you respond to the following questions?

1. Describe the comprehensive (program) review process used at ECC.
2. Describe the course and program (certificate and degree) approval process.
3. Is your department actively involved in assessing student learning and/or student development which occurs in your area? How has your department used its assessment findings, or what changes have you made as a result of the evaluation?
4. How are you made aware of ECC students' achievement of the department/divisional student learning outcomes?
5. How is ECC doing with regards to first year retention rates? Graduation rates? What about how you evaluate certain populations of students?
6. What is ECC doing to improve retention/graduation rates?