

Office of Assessment and Institutional Effectiveness (OAIE)

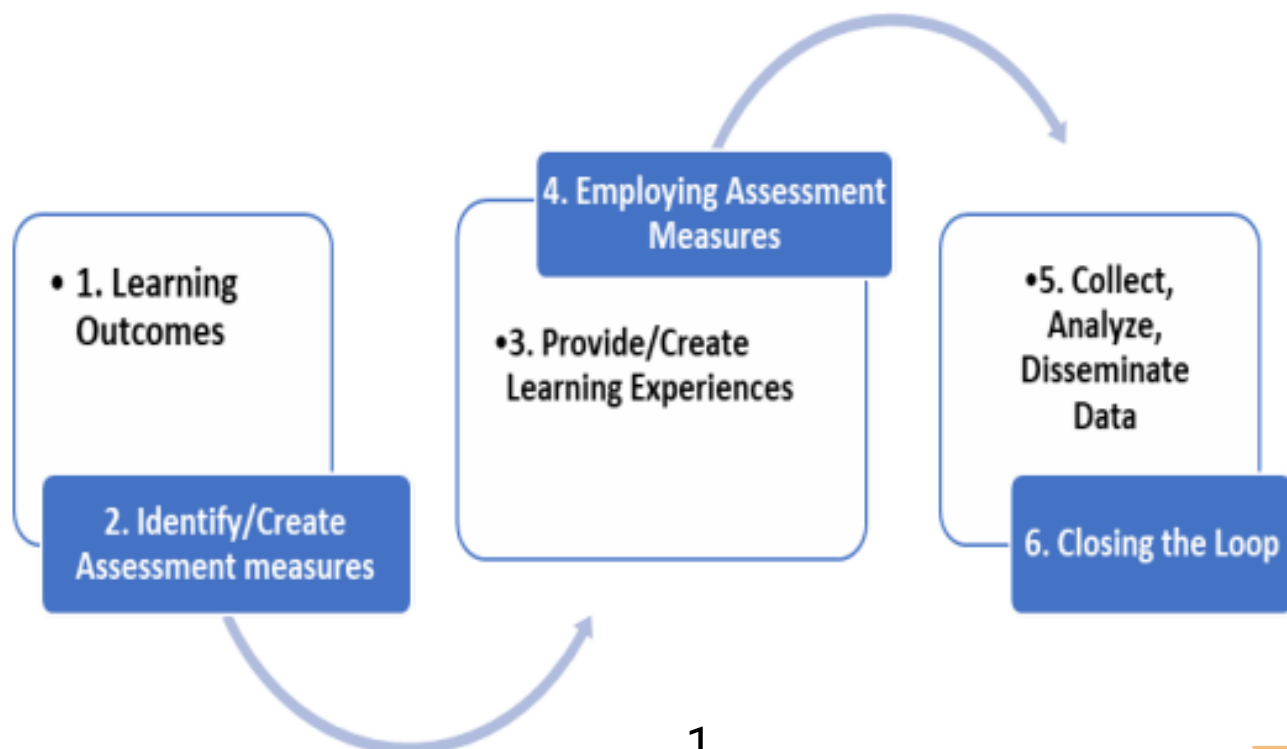
LEARNING OUTCOMES ASSESSMENT PLAN AND DATA

The Learning Outcomes Assessment model for Eastern International College emphasizes a learner-centered and outcomes-based assessment that focuses on linking learning outcomes and assessment methods and putting emphasis on data-driven quality improvement. This Learning Outcomes Assessment approach is used for both programmatic and institutional assessments. It follows the following steps:

- 1-Defining and formulating intended learning outcomes
- 2-Identifying and/or developing assessment measures
- 3-Providing and creating experiences leading to outcomes
- 4-Employing assessment measures to determine achievement of intended learning outcomes
- 5-Disseminate data and/or results
- 6-Discuss, evaluate, and use assessment results or data to develop and improve student learning (**Closing the Loop**)

This assessment model guides institutional learning outcomes assessment, program assessment and assessment of General Education learning outcomes

Learning Outcomes Assessment Model



Assessment at the Program Level

Assessment at the program level is a collaborative effort that includes the Vice-President, Dean of Academic Affairs, and the director of Assessment who coordinate with the Department Chairs. The Department Chairs directly collaborate with the department faculty members. The Director of Assessment collaborates with the Department Chairs and Academic Dean for data gathering and results purpose. The faculty members and the Department Chairs address the overall design, timetable, guidelines, and decisions for assessing student learning outcomes in their department. They formulate learning outcomes, provide appropriate educational experiences, carry out outcomes assessment measures, collect, analyze, and discuss data and/or results, and use assessment results in program planning and curriculum reviews and changes to improve student learning.

There are five on-campus and three online degree programs currently being offered at Eastern International College, namely Nursing-AAS, Cardiovascular Technology-AAS, Dental Hygiene-BS, Nursing-BS, and Diagnostic Medical Sonography-BS. The three online programs are: RN to BSN, Health Leadership-BS Completion, and Dental Hygiene- BS Completion.

Assessment of General Education

The assessment of student learning outcomes for General Education at Eastern International is coordinated by the Chair of General Education and the Academic Dean. The Director of Assessment collaborates with the Dean for data analysis and results. The General Education faculty members and college librarians actively participate in the formulation of student learning outcomes, making decisions on what methods of assessment to employ, course mapping, deciding on and formulating rubrics, perform course-embedded assessments, discuss assessment results, and make decisions on using assessment data for improvement of learning. Full time and part-time faculty members are involved in the assessment process.

Institutional Learning Outcomes Assessment

Institutional Learning Outcomes Assessment is assessing the overall educational experience of a student focusing on skills and/or competencies that the student is expected to demonstrate before and after graduation and at work. It involves assessments of general education and department learning outcomes.

Institutional Learning Outcomes Assessment

The process of institutional learning outcomes assessment starts with the formulation of an Institutional Learning Outcomes Plan. **This plan is inter-department that includes the participation of the faculty members, Department Chairs, Director of Assessment, Dean and Vice President for Academics.**

The Institutional Learning Outcomes Plan

The Institutional Learning Outcomes Plan is part of Eastern International College's Institutional Effectiveness Plan. It provides a framework for a student's overall educational experience focusing on skills and/or competencies that the student is expected to demonstrate before and after graduation, at work, and life. The following skills/competencies are assessed:

Transferable Skills: General Education

a. Oral and Written Communication

The student will be able to speak and write effectively to convey an evidence-based argument and positively relate to, communicate with and influence others.

1. Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
2. Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
3. Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices
4. Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing
5. Uses appropriate language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.
6. Demonstrate organizational presentation skills that are clear, consistently observable, and cohesive.
7. Demonstrate creative and memorable language choices appropriate to audience
8. Makes appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.
9. Able to present a central message that is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)

b. Information and Technology Literacy

The student will be able to retrieve information and apply media and communication technologies effectively to their projects.

The student will be able to use appropriate technology responsibly and ethically to access, manage, integrate, evaluate,

create and communicate information to improve learning across subject areas.

1. Defines the scope of the research question or thesis and determines key concepts and types of information (sources) selected directly relate to concepts or answer the research question.

2. Accesses information using effective, well-designed search strategies and the most appropriate information sources.
3. Cites a variety of information sources appropriate to the scope and discipline of the research question in APA Format.
4. Communicates, organizes and synthesizes information from sources to achieve a specific purpose, with clarity and depth fully.
5. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
6. Analyzes the intended and unintended impacts of technology use.
7. Evaluates, selects and integrates technologies into school, home and/or community.
8. Evaluates and selects technology methods that will best accommodate collaboration in research, communication and presentations.
9. Integrates security, ethical and legal standards in technology use.

c. Quantitative Literacy

The student will be able to utilize numerical data accurately and effectively to solve real world problems.

1. Provides accurate explanations of information presented in mathematical forms and make appropriate inferences based on that information.
2. Converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.
3. Performs calculations successfully to solve mathematical problems.
4. Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.
5. Describes assumptions and provides rationale for why each assumption is appropriate and shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.
6. Uses quantitative information in connection with the argument or purpose of the work and presents it in an effective format.

d. Critical Thinking

The student will be able to reflect and analyze and draw informed conclusions.

1. Identifies an issue/problem that can be considered critically and described comprehensively, delivering all relevant information necessary for full understanding.
2. Interprets/evaluates information that is taken from source(s) to develop a comprehensive analysis or synthesis.
3. Analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
4. Synthesizes specific position (perspective, thesis/hypothesis) taking into account the complexities of an issue and limit of personal point of view.
5. Draws conclusions and outcomes (consequences and implications) that are logical and reflect informed evaluation and the ability to place evidence and perspectives.

e. Global Competency

The student will be able to experience and promote inclusivity and diversity in school, work and community settings, and demonstrate cultural competency through the appreciation of art and interpersonal mediums of expression.

1. Addresses significant issues in the natural and human world based on articulating one's identity in a multicultural context.
2. Demonstrates an understanding of multiple worldviews, experiences, and power structures in their coursework.
3. Addresses ethical, social, and environmental challenges in multicultural settings.
4. Address complex multicultural problems using interdisciplinary perspectives independently or with others in their coursework.

1. Career and Professional Competencies

The student will be able to demonstrate entry level technical/clinical and professional competencies, including ethical reasoning and practice, in the clinical/ externship component of their education and at the workplace

1. Performs satisfactorily clinical and diagnostic procedures that are within the scope of the profession
2. Provides safe and quality patient care
3. Demonstrates technical knowledge in the use and operation of medical equipment and materials necessary in the workplace and externship/clinical sites
4. Utilizes knowledge and clinical/technical competencies to provide current and comprehensive care for patients
5. Adheres and practices legal and professional standards and protocols in the workplace and externship/clinical sites
6. Communicates professionally with the inter-professional healthcare team
7. Demonstrates cross-cultural knowledge and sensitivity in dealing with patients and the healthcare team
8. Demonstrates lifelong learning through continuing education, volunteerism, and civic activity involvements.

2. Ethical Reasoning

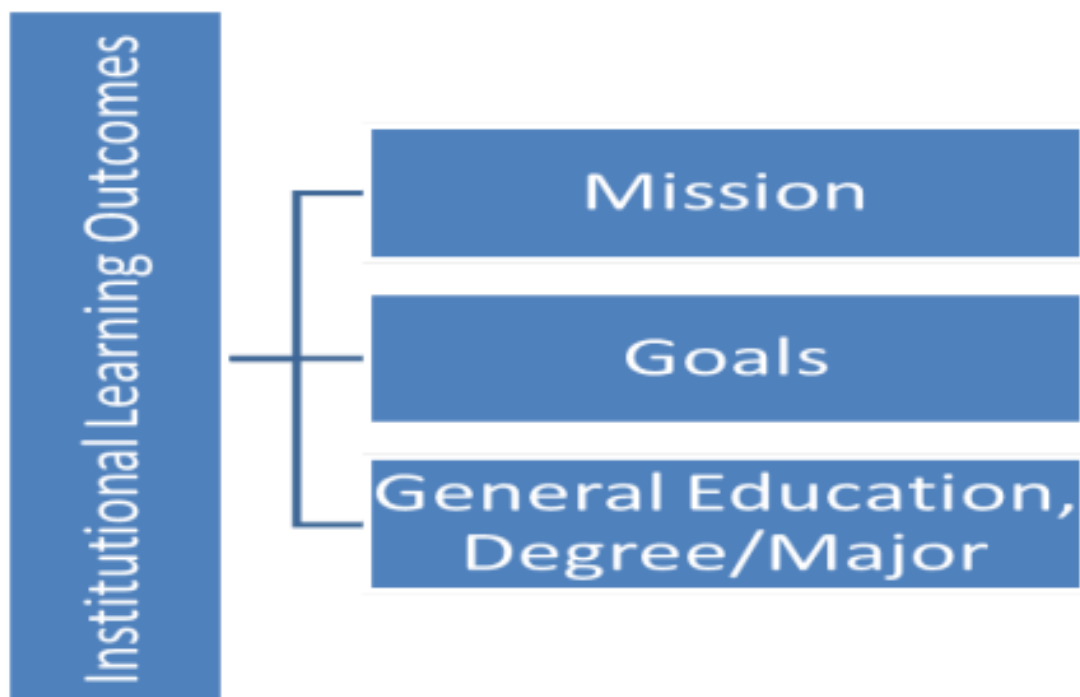
The student will be able to demonstrate understanding of ethical values and the social context of problems in different settings, ethical theories and their applications to personal and social situations, and ethical decision-making.

1. Analyzes the nature and origin of core-beliefs (Ethical awareness).

2. Discusses in-depth ethical theories
3. Recognizes ethical issues and dilemmas in different contexts
4. Applies ethical perspectives and concepts to specific situations
5. Evaluates different ethical perspectives using knowledge of ethical theories

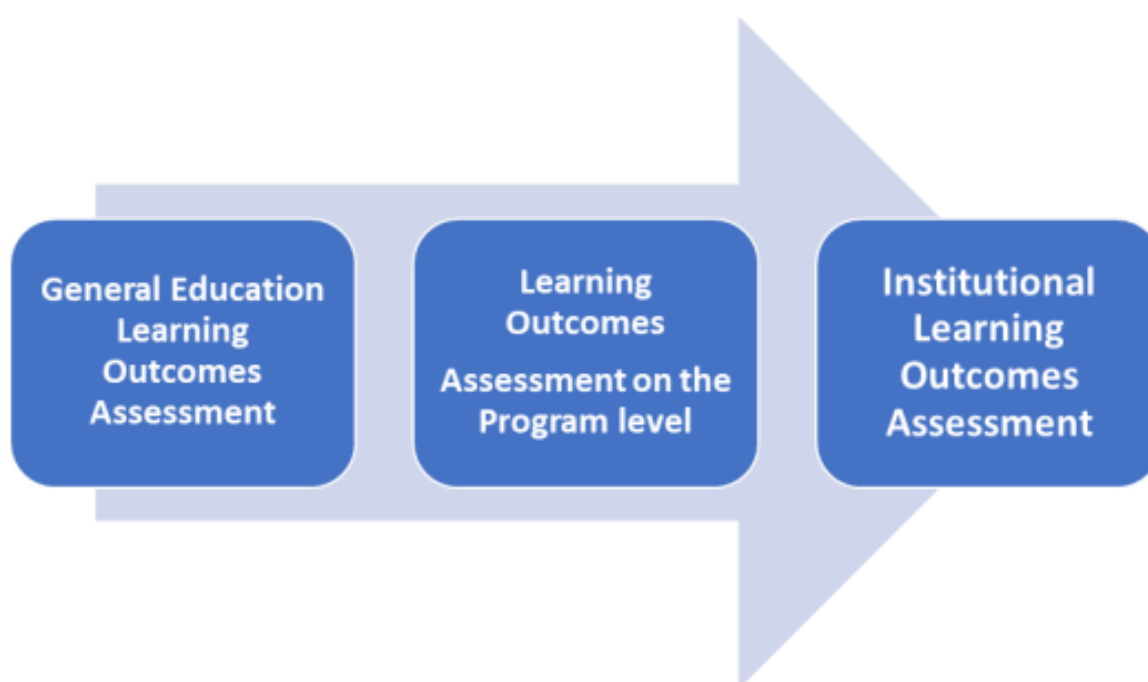
Institutional Learning Outcomes Model

The Institutional Learning Outcomes Plan is linked to the mission and strategic goals of Eastern International College for student learning and academic excellence, including general education and the degree program or major



Institutional Learning Outcomes Assessment draws from General Education assessment and assessment at the program level. The synthesized results of both assessments become the assessment result for the Institutional Learning Outcomes. The diagram below describes this relationship.

The Relationship of General Education Learning Outcomes Assessment, Learning Outcomes Assessment on the Program Level, and Institutional Learning Outcomes Assessment



Learning Outcomes Assessment and Assessment Measures

Institutional Learning Outcomes Assessment Measures	
Unit	Assessment Measures Employed (Direct and Indirect)
General Education	<ul style="list-style-type: none"> ● Association of American Colleges and Universities (AACU) Value Rubrics ● Institutional Course Rubrics ● Graduate Survey/Alumni Survey
Program Level (Nursing, Dental Hygiene, Cardiovascular Technology, Diagnostic Medical Sonography, and Medical Assistant)	<ul style="list-style-type: none"> ● Clinical Skills Competencies ● Externship Evaluation (Medical Assistant, Cardiovascular Technology, Diagnostic Medical Sonography) ● Graduate Survey/Alumni Survey
Ethical Reasoning	<ul style="list-style-type: none"> ● Association of American Colleges and Universities (AACU) Value Rubric for Ethical Reasoning

Frequency of Assessment

Unit	Frequency of Assessment	Person In-Charge
General Education	<ol style="list-style-type: none"> 1. General Education assessment is a cyclical and continuous process 2. All General Education courses being offered each semester will be assessed. All assessments utilizing the AACU Value Rubrics are done online at the end of each semester. Student artifacts are collected each semester and assessed using institutional rubrics. 3. Graduate Survey is administered at any time during the year. 4. Assessment data are collected every semester, including Summer Semester. The cycle of data collection is Fall Semester □ Spring Semester □ Summer Semester. Data are analyzed after each Summer Semester. Analysis of the Graduate Survey data is done yearly at the end of each Summer Semester 5. Information Literacy, which is integrated in Composition and level 300/400 courses are assessed and data are analyzed on the same cycle as the other General Education courses. 6. Dissemination of data and results and identification of strengths and weaknesses. 7. Recommendations based on data and results and creation of a plan of action. 8. Completion of annual report, including data/results, analysis of results, recommendation, and plan of action to be submitted to the Vice President for Academic Affairs. 	<p>General Education Faculty members, General Education and Registrar for the alumni survey.</p> <p>Data collection, analysis, and dissemination of results are coordinated by the Director of Assessment. Completion of annual report is coordinated by the Deans and Director of Assessment</p> <p>Summary of recommendations and creation of action plan (closing the loop) is done by the General Education faculty members and are coordinated by the General Education Chair</p>
Programs	<ol style="list-style-type: none"> 1. Clinical and professional competencies are assessed every semester 2. Externship competency checklist is administered every semester 	All assessments in the program level are facilitated by faculty members (including externship preceptors and clinical

	<ol style="list-style-type: none"> 3. Graduate survey is administered continuously 4. Assessment data are collected every semester, including Summer Semester, and analyzed every year. The cycle of data collection is Fall Semester □ Spring Semester □ Summer Semester. 5. Summary of all data and results are pooled together 6. Dissemination of data and results and identification of strengths and weaknesses. 7. Recommendations based on data and results and creation of a plan of action. 8. Completion of an assessment report, including data/results, analysis of results, recommendation, and plan of action to be submitted to the Vice President for Academic Affairs on a five-year cycle. 	<p>instructors) and are coordinated by the Program Director.</p> <p>Alumni survey is facilitated by the Registrar, and the Director of Career Service for the employer survey,</p>
Ethical Reasoning	<ol style="list-style-type: none"> 1. Ethical Reasoning will be assessed in all Law and Ethics courses, including program courses that integrate ethics. Department Chairs identify courses that will be assessed. For example, NUR 102 (Nursing) includes ethics in the course outline, so this course will be assessed. Faculty members do all the assessments. 2. Assessment is done every semester that the course/es is being offered. 3. Assessment data are collected every semester, including Summer Semester. The cycle of data collection is Fall Semester □ Spring Semester □ Summer Semester. 4. Summarized data will be combined with the data from General Education and program level. 	<p>The assessment of ethical reasoning is done in all Law and Ethics courses and courses that integrate ethics, and is facilitated by respective faculty members. Assessment uses the AACU Value Rubric for Ethical Reasoning.</p>