

Chancellor's Memo

Eastern Iowa Community College District

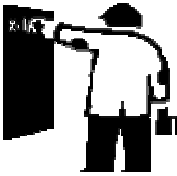
August 15, 2006

Welcome Back to Another "Student-learning-centered" School Year!



Right now, everyone in the district is busily gearing up to start off another school year! We have reconstruction projects wrapping up throughout the district. EICCD recruiters and college staff are reaching out to assist returning and new students in signing up for classes. Faculty are pulling together their syllabi and polishing off new teaching approaches for the fall semester. Student service personnel are providing students with the personal services they need to get off to a good start this fall. Maintenance staff are "spiffing up" learning environments. It takes a lot of collaborative energy and effort to create the

atmosphere for outstanding learning opportunities for all who turn to us for education. I want to thank each and every one of you for your contribution to creating a student learning centered institution for students and community second to none.

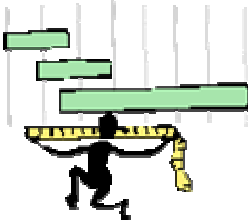


What does it mean to be "student-learning-centered?" As I wend my way through many meetings, planning sessions, task forces, and visits to the colleges and sites at a district, state, and national level, discussing logistics, funding challenges, politics, facilities needs, new regulations, business and industry needs, etc., I often have to stop and remind myself that it is the learning of our students that should be the basic impetus for all of our activity and the ultimate touchstone of our quality and success. Every goal set, every strategy implemented, every activity that occurs in the halls and classrooms should be measured according to the following basic criteria: to what extent is meaningful learning and development occurring in our students? Is what they are learning up-to-date, relevant, likely to help them on the job or over their lifetimes? When they have taken our classes or received our services, are they prepared for their next steps? If we have set learning objectives for our courses and programs, are we measuring to what extent students are achieving those objectives?

In an ideal student-learning-centered college, everybody impacts student learning. We recruit students and increase access so that our constituents have more access to learning that will better their lives. We assess their current skill levels, learning styles, and learning goals to best match the student to the learning opportunity. We provide financial support and student services to assist students in enrolling in learning opportunities. We maintain our facilities so that we create an optimal environment for learning to take place. We build new sites in far-flung neighborhoods – or add online offerings or courses on evenings/weekends so that people with busy lives can learn at their convenience. And most important, once the students are in our classrooms, faculty provide the quality, student-learning-centered teaching that results in the most and richest learning possible for each student in the class. After all, if students don't learn as much as is possible in learning settings (and students learn, by the way, outside the classroom – when being helped by a staff member, while involved in an extra-curricular activity, talking with other students in the lounge, etc.), then we are not measuring up.

Once we acknowledge that our primary mission is to facilitate learning for students, and the path to this goal is to provide the best possible teaching and support services for the students we encounter, then the current national focus on being held accountable for **student learning outcomes** makes a lot of sense. Then our ongoing projects to assess learning outcomes becomes an integral part of our continuous improvement process at all levels – at the district, college, program, course, and individual course level.

For faculty, what are learning outcomes and why are we “assessing” them?



"Classroom Assessment is a simple method faculty can use to collect feedback, early and often, on how well their students are learning what they are being taught. The purpose of classroom assessment is to provide faculty and students with information and insights needed to improve teaching effectiveness and learning quality. College instructors use feedback gleaned through Classroom Assessment to inform

adjustments in their teaching. Faculty also share feedback with students, using it to help them improve their learning strategies and study habits in order to become more independent, successful learners.... Classroom Assessment is one method of inquiry within the framework of Classroom Research, a broader approach to improving teaching and learning."

---Angelo, T.A., 1991. Ten easy pieces: Assessing higher learning in four dimensions. In Classroom research: Early lessons from success. New directions in teaching and learning (#46), Summer, 17-31.

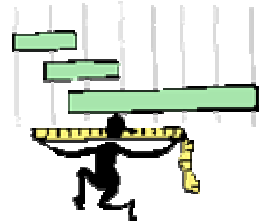
I am convinced that continuous assessment of whether our students are actually learning what we are intending is the bedrock of quality instructional practice.

Constant checking of whether our students are achieving the learning outcomes we set for them is a sign of our commitment to our students – and it should be done on a regular basis not only by individual teachers as courses move forward, but also by programs, departments, schools, and the overall institution. (There are lots of classroom assessment techniques that are easy to do and yield critical information about the state of student learning at any one time in a class.)

It would be very rare to hear an instructor say today, “I taught it to them it but they didn’t learn it!” Most of us now accept that teaching has evolved from the “broadcast” mode of the past to a more facilitative model, where the job is not only to be clear about what students need to know and know how to do (derived from disciplinary expertise), but also to use multiple methods to help all motivated students to achieve those goals.

Regular assessment of what students are learning and mastering (learning outcomes) in the classroom, program, school and institutional level is the only way we can be sure our instructional and support approaches achieve the desired effect. In addition, the data they provide often guides us to the changes we can make to boost learning.

Yes, there is pressure from accrediting agencies for us to measure learning outcomes on our campus. However, the reason we should do this is not to counter external forces of accountability. We should continuously measure how well our students are learning so that we can continuously improve, so that we always provide instruction and support to our students that is fine-tuned to their learning needs, relevant to their experiences, and of the highest quality – in other words, that best causes learning.



If you are interested in reading more about this topic, particularly if you are a faculty member, please click on the link below:

► [Nine Principles of Good Practice for Assessing Student Learning Assessment](#)



Chat with Pat

Over the next month or so, I will be visiting various sites around the district to host hour-long sessions where faculty, staff, and students are invited to drop in and share their concerns,

ideas, and commendations about any subjects related to them. If you have an idea or a problem you think I could assist in solving, please bring the idea to the session – and, if you have the time, stay on and share your thinking on the subjects broached by others. Refreshments will be served at each “Chat with Pat” Session.

Here are the dates and times of the Chat with Pat sessions we have scheduled thus far:

BTC	Friday, September 15 th , 2006; 10am – 11am
CAC	Monday, October 2 nd , 2006; 11:30am – 12:30pm
DO	Thursday, September 28 th , 2006; 12noon – 1pm
CCC	Monday, September 25 th , 2006; 3pm – 4pm
MCC	Tuesday, September 5 th , 2006; 3pm – 4pm
SCC	Thursday, September 28 th , 2006; 2pm – 3 pm

EICCD Debuts New Orientation Process for Employees



One common theme that I heard during my first year talking with people throughout the district was the need for a standardized orientation for all new employees. I am delighted to say that a high-powered team, headed up by Director of Human Resource Development George Varchola, has made a great deal of progress towards this end. George provided a brief summary of what will be available at this point to new employees.

During the past four months, a process improvement team including [Pat Cawiezell](#), SCC, [Billie DeKeyrel](#), MCC, [Deb Richter](#), CCC, [Cathy Maynard](#), DO, [Heidi Hilbert](#) ATEEC, and [George Varchola](#) has focused on developing a “standardized approach” to the “Orientation of New Employees.” Staff who conduct and support orientation across the district were interviewed; information was gathered, revised, categorized and designed into an Orientation Webpage for New Employees. This webpage has seven major categories (College Issues, District/Personnel Policies & Procedures, Adjunct Faculty Issues, Faculty Issues, Health & Safety/Environmental Compliance Issues, Information Technology

Issues and Professional Development Issues) which includes 113 informational links. This webpage is on the EICCD Intranet and can be located by clicking on Faculty and Staff and then by clicking on "Orientation for New Employees" or by using the following address—► www.eicc.edu/orientation/.

The Orientation Webpage will be used as a tool to facilitate a "standardized approach" to orientation and will serve as a checklist on what the new employee has learned and what else needs to be covered. Also, upon completion of the "Campus Orientation," the new employee will be registered for a three hour "District Orientation" session. Additionally, through the use of a "New Employee Orientation Completion Form", this entire process will be documented, signed and placed in each new employee's personnel file.

A special note of thanks goes to [Heidi Hilbert](#) and [Julie Bremer](#) who worked so diligently to make the orientation webpage a reality and to [Sue Zettel](#) and [Mary Johannsen](#) for assisting in the creation of the District Orientation PowerPoint Presentation.

George tells me there is lots more to come from his team, and I want to thank him and his team for stepping up to the challenge of systematizing and improving our district's professional development offerings.

Summer Career Quest a Great Success!



For the second year in a row, SCC worked with United Neighbors and others to host a summer Career Quest Program for local young people. I was delighted to be able to attend the lunch and graduation ceremony for this program. In addition to providing exciting learning opportunities for the summer school students, I believe that the idea of attending SCC when it's time to go to college was firmly implanted!

Before he left, [Rassoul Dastmozd](#) provided me with a brief description of the program:

The United Neighbors, Inc. Summer Career Quest this year was a successful event. Approximately 225 youth between the age of 8-13 participated in the event between June 13th and July 14th, 2006. The event was made possible by a

generous grant from the Figge Foundation. The youth explored and gained hands-on experiences related to the following career areas:

- Hazardous Material Waste and Environmental Technologies
- Health Care
- Computers and Photojournalism
- Culinary Arts
- Art
- Sciences

Here is a list of the SCC faculty and staff who worked so hard on the event!

Brad Scott	Marysue Knoblauch	Kevin Lucas
Peggy Garrison	Ruth Sueverkruebbe	Jeanette Thomas
Scott Wheat	Ann Pudans	Jenny Hoskins
Pamela Rathe	Mary Baker	Pat Cawiezell
Cindy Bottrell	Laura Espinosa	Kenny Mirocha
Gail Levens	Wayne Cole	Leland Kothenbeutel
Diane Foley	Bob and Teresa Majcharzk	Mark Shaw
Tim Burger	Glenn Trafford	Tina Petersen
Sherry Kelly	Katie Rayburn	Trever Farve
Donna Collentine	Jan Jacobs	Janet Coogan

Thanks to all for such a generous donation of your time and energy to make such a difference to so many potential students!

EICCD, SCC, and the CHC Partner for new Dental Hygiene Program



One contribution that former Dean [Rassoul Dastmozd](#) left behind was several years of work that resulted last week in the announcement of a new partnership between SCC and the Community Health Center in downtown Davenport for a new Dental Hygiene Program. This program is an outstanding example of how collaboration allows partners to meet ends that neither could successfully achieve singly. Starting next fall, SCC dental hygiene students will learn and

intern within the CHC, supervised by their highly trained hygienists and dental staff, using the offertories (dental chairs) that will be part of the newly expanded

CHC community dental care program. EICCD was able to bring over \$350,000 worth of ACE funding to establish this needed new program.

Thanks to all of the district and SCC staff who showed up at the press conference and to [Alan Campbell](#) for doing such a great job drawing media attention to this exciting start-up.

Chancellor Attends Third CQIN Summer Institute with Third Amazing EICCD Team!

I think most know that I am an ardent champion of continuous quality improvement, but, like you perhaps, I've often wondered how an institution can move beyond doing a better and better job with what is *already in place* to conceptualizing and implementing *new things!*



Since the theme of this year's Continuous Quality Improvement Network was breakthrough learning and innovation, it "hit the spot." An impressive team, including several members of the EICCD Ideas Team, the group that selects and sponsors the implementation of new ideas submitted from all of you, attended the conference in Chicago from August 5-9.

Two of the topics of the Institute seemed of special interest to us: (1) how to create the physical spaces (classrooms, study areas, resting spots) which allow faculty to teach and students to learn in settings that reflect new emphasis on teamwork, technology, and active learning and (2) how to do deep-diving, to generate innovation based on actually observing people in the field, to create prototypes to make ideas real and to gather user feedback, and take the idea to reality. I think the team came back energized for innovation and with a better understanding of how innovation can be a major part of the continuous quality improvement process at EICCD.

While we learned a great deal from our corporate learning partners, IDEO and Steelcase Furniture, we also had many chances to learn from and benchmark Kirkland College in Texas, ***the first community college to win the national Baldrige Award.***

Please contact any of the following attendees for more information about what we learned, and/or attend the CQIN Team Staff Development Day Presentation (September 22, 2006) that will be held during the First Concurrent Session (9:45-10:45 AM). The title of the presentation is: "Breakthrough Learning—Creating Dynamic Improvements through Innovation!"



CCC—Karen Vickers, President, Anne Schmidt, Community Education Specialist, Glenn Williams, Faculty, Information Technology

MCC—Vic McAvooy, President, Bob Allbee, Associate Director, Business and Industry Center

SCC---Tom Coley, President, Suzanne Willis, Faculty, Math, Glo Hanne, ATEEC, Project Coordinator

DO---Pat Keir, Chancellor, Ilene Deckert, Associate Director, Economic Development, Nancy Kothenbeutel, Executive Director, Continuing Education, Ellen Kabat-Lensch, Executive Director, Resource Development & Innovation, George Varchola, Director of Human Resource Development

If you are interested in learning more about CQIN and the workshop we attended, consider visiting the ► [CQIN Website](#).

EICCD Diversity Logo Receives Community Attention



I don't know how many of you noticed the ► [article](#) (click on the link to read the article) about our very involving diversity logo contest in the *Quad City Times* recently. Interestingly, the designer of the winning logo, [Chris Weiser](#), turned out to be

the son of one of EICCD's IT employees, [Frank Weiser](#) and second place went to our own [Susan Massick](#) who works at the Kahl building. Now that the logos have been created, you'll see a lot of them in district announcements and publications. Thanks again to the Diversity Committee for their excellent work on this project, and congratulations to the winners.

New Employees Join the EICCD Staff Over the Last Year!

In my last memo, I provided you with a list of EICCD employees who left the district, either through resignation or retirement. I promised you a list of new staff so that you can rest assured that the gaps they left behind were capably filled. Here is a list of new EICCD hires from 7/05 thru 8/06

Christopher Banker	Assistant Director of Career Link
Thomas Coley	President/Vice Chancellor for Technology and Communications Systems
Teresa Paper	Dean of the College
Marcus Harris	Academic Advisor/Job Placement Coordinator
Donna Davis-Day	Institution Research Specialist
Martha Brown	English Instructor
Melissa Angel	Business Instructor
James Elias	Management & Supervision Instructor
Janet Coogan	Childcare/Early Childhood Instructor (Interim Dean for Applied Technologies)
Carolyn Phillips	Art Instructor
Ruthann Castro	Senior Secretary
Suzanne Willis	Mathematics Instructor
Donna Curry	Health Information Technology Instructor
Sharon Bonis	Senior Secretary
Jill Holler	English Instructor
Linda Plummer	Academic Advisor
Stephen Teney	Business Instructor
Susan Sacco	Academic Advisor/ADA Liaison
Torial Turner	Switchboard/Records Clerk
Quinn Moreno	Admissions Officer
John (Red) Mayo	Microcomputer Technology Support Specialist/Lab Support
Catherine Langdon	TRIO Director
Jonathan Yacapraro	Evening College Assistant
Pamela Rathe	Assistant to the President/Foundation Director
Rudi Luyendijk	Director of ATEEC
Bhaswati Gangopadhyay	Physics/Physical Science Instructor
Andrea Buelt	Speech Instructor
Maureen Olsen	Employment Training Counselor
Derek Haynes	Employment Training Counselor
David Logan	Employment Training Counselor
Roma Egger	Secretary I
Patrick Thornburg	Learning Center Mentor
Timothy Hunter	Instructional Designer
Tracy Higgins	Data Entry/Records Clerk
Michael Neis	Custodian I
Sandra Gayman	Assistant Director of Database Services
Amensisa Abdi	Physics Instructor
Marvin Smith	Technical Training Admissions Officer
R Andrew Burt	Dean of Arts & Science
Juanita Ellingson	Senior Secretary

Stacy Disterhoft
Hans Humbarger
Ezequiel Gonzalez
Patrick Cheak
James Temple
Tracey McGinn

Records Clerk I
Mathematics Instructor
Maintenance/Custodian
Graphic Technology Multimedia Instructor
Coordinator for Health Continuing Education
Residence Hall Manager

Positions filled internally

Peg Garrison
Rob Lipnick
Gary Olson
Connie Kindig
William Barwick
Mary Dierksen

Dean of CAC, AA/EEO and Multicultural Affairs
Art Instructor
Manager of Help Desk
Coordinator for Health CE Long term Care
Bookstore Assistant
Lead Custodian

Thanks to [Judy Reasoner](#) for putting this list (and last month's list) together!

Chancellor Adopts Dog!



I'm not sure quite what got into me, but this weekend I adopted a dog, [Sally](#), from the Maquoketa Rescue Center. I've often said that the first thing I wanted to do when I retired was to get a dog. When I realized that I won't be retiring for at least five years, and maybe more, I decided "why put it off?" Here is a picture of Sally (I won't

show you a picture of me bleary eyed and exhausted after a weekend at home acclimating the little darling), who is a Beagle mix about two years old.

On my second day at home with Sally, I was visited by EICCD's own dog whisperer, [Sue Zettel](#). In a very short time, she showed me how to walk Sally on a leash so that she would walk at my pace, without pulling, and sit, midstream, upon command.

I know that many of you have dogs, and they are probably exceptionally intelligent and well-trained. I'd appreciate hearing any tips you might have on training a new (adult) dog and/or getting used to having a dog in the house after many years without one!

► [Dog Tips for Pat](#)

Enjoy the rest of the summer!

As I write this, it is actually quite cool outside. Clearly Fall is almost upon us, and as our students return, the usual hubbub of our lives will reassert itself. I hope that each and every one of you steals a few minutes of “lazy summer” in the next few weeks!

Pat