

# The Higher Learning Commission Action Project Directory

## Illinois Central College

Project Details		
<b>Title</b>	Program Goal Mapping in Applied Science Degrees	<b>Status</b> REVIEWED
<b>Category</b>	1-Helping Students Learn	<b>Updated</b> 09-15-2014
<b>Timeline</b>		<b>Reviewed</b> 09-28-2014
	<b>Planned Project Kickoff</b> 08-21-2012	<b>Created</b> 09-13-2012
	<b>Target Completion</b> 05-31-2013	<b>Version</b> 2

### 1: Project Goal

**A:** The goals of this project are to:

1. draft a mission statement and program goals for all CTE programs
2. publicly articulate the mission statement and program goals in the catalog and on the website
3. align and map CTE program goals to program courses

### 2: Reasons For Project

**A:** As the College continues on its assessment journey, faculty are now ready to ensure that each CTE program has a mission statement and program goals. Many, but not all, of the CTE programs have program goals for student learning. This action project will have an end result of the CTE program mission statements and program goals being publicly articulated in the catalog and on the website. In addition, the faculty will align the program level goals with program courses so that program assessment is a common process completed by all CTE faculty.

### 3: Organizational Areas Affected

**A:** Academic divisions, particularly the Career and Technical Education programs which are owned and maintained by faculty.

### 4: Key Organizational Process(es)

**A:** Assessment - this process impacts student learning and retention in the short-term. In the long-term, program level assessment can lead to curricular revisions in order to support student learning if gaps are identified via the mapping/assessment process. In addition, program mapping and planning directly impacts the budget process because program needs are tied to student success which leads to program completion.

### 5: Project Time Frame Rationale

**A:** The College has successfully completed two other related projects (revising the general education goals and defining operational definitions respectively) within an academic year; hence, faculty are ready to begin closely examining CTE program mission and goals and the assessment process used.

### 6: Project Success Monitoring

**A:** The success of the project will be monitored by % complete. The goal is 100% of all CTE program goals will be mapped and linked to program courses by May of 2013. The timeline is:

- December 2012: Finalize all program mission statements and goals
- May 2013: Map program goals to program courses
- August 2013: Program mission statements and program goals are ready to be publicly articulated in the next college catalog and website.

## 7: Project Outcome Measures

A: The "outcome" measure is 100% of all CTE programs have completed the project.

## Project Update

### 1: CURRENT PROJECT STATUS SUMMARY

A:

ICC (Illinois Central College) submitted its first Portfolio in 2010, and assessment was recognized as one of the opportunities in Category One: Helping Students Learn. ICC was aware that assessment of students at multiple levels: course level, program level, and institutional level, could be improved. In June of 2014, ICC submitted its second portfolio, and the process, results, and data improvements from this AQIP Action Project were included.

The status of this project is completed. The lessons learned and the process adopted from this project will remain a priority of the institution.

Original project start date: August 2012

Originally projected end date: May 2013

### 2: ORIGINAL PROJECT GOALS AND DELIVERABLES

A: The project original goals and metrics/measures were:

Goal 1: Draft a mission statement and program goals for all CTE programs

Measure: Informed mission statement

Process: CTE Program Director drafts or revises mission statement in conjunction with advisory board and faculty in program.

Results: Completed (May 2014)

Goal 2: Publicly articulate the mission statement and program goals in the catalog and on the Website

Measure: Provost approves program mission statements

Process: CTE Program Director and faculty submit program mission statements to Curriculum Committee, for review. Curriculum Committee recommends program mission statements to Provost for approval.

Result: Completed (May 2014).

Goal 3: Align and map CTE program goals to program courses

Measure: Provost approves revised course or programs

Result: Completed (May 2014)

Process: Program directors, faculty, and advisory boards review program courses, revise or confirm course goals and revise or confirm program goals and student learning outcomes. Revisions are submitted to Curriculum Committee and program maps are submitted with annual program-level assessment documents. These annual program-level assessment documents inform the college community on assessment of program-level student learning outcomes. Curriculum Committee recommends revised programs and courses to Provost for approval.

### 3: ACCOMPLISHMENTS OVER THE PAST YEAR

A: As written in the previous question, the process used and the results demonstrate to ICC the accomplishments of this project. The other significant results of this project are:

1) A New Curriculum Planning, Development, and Assessment Guide that the College's Curriculum Committee and Assessment of Student Learning Committee will adopt. The Guide includes information necessary as well as the process for creating or revising courses and programs.

2) CTE Advisory Board meeting frequency is now recorded and CTE Advisory Committee minutes are collected in a central repository in the Associate Provost Office

Additionally, faculty are now eligible for additional compensation if they show evidence that they need to work additional hours (beyond normal compensation) to revise or create courses and/or programs needed to meet potential employer needs

#### 4: INSTITUTIONAL INVOLVEMENT

A: The stakeholder groups involved were:

- 1) CTE Faculty (full-time and adjunct)
- 2) CTE Advisory Committees
- 3) Students completing courses and programs
- 4) Academic Associate Deans and Deans
- 5) Associate Provost
- 6) Provost
- 7) Stakeholders from Curriculum and Scheduling (the entities who are responsible for state reporting)
- 8) Institutional Research
- 9) Information Technology (those who program PeopleSoft, ICC's enterprise system)
- 10) Student Services (those who monitor degree audits)
- 11) CTE Program Advisors
- 12) Organizational Learning (trained faculty who completed the process)
- 13) Relevant Shared Governance Committees: Assessment Committee, General Education Committee, Curriculum Committee
- 14) College Chief Financial Officer (needed input on additional compensation for faculty who work beyond normal compensation)

The stakeholder input on this project resulted in faculty and administration moving through a shared-governance process.

#### 5: EFFECTIVE PRACTICES

A: The effective practice from this project is shared governance. The shared governance model used in this project led to a process that resulted in an outcome that will inform program level assessment and curriculum and program development. This process created open dialogue and multiple stakeholder input that led to an outcome that was focused on measuring student success which ultimately leads to informed student retention.

#### 6: ANTICIPATED CHALLENGES TO PROJECT SUCCESS

A: The College has developed a new Curriculum Planning, Development, and Assessment Guide which faculty will begin using this year. The opportunity is now in implementing the approved guide, training faculty to use the guide, and training Curriculum Committee, Assessment Committee, and General Education Committee to frame their conversations using similar language and aligning their expectations to the guide presented to faculty. This year will be a year of learning and year that informs that new culture or course and program development.

The College has scheduled training with faculty so that all faculty are informed of the new Curriculum Guide. The College will also continue to train faculty on program-level and course-level assessment that were in the original deliverable goals of this project.

#### 7: PLANNED NEXT STEPS AND TIMELINE

A: The planned next steps are:

- 1) Assessing Program Level Student Learning Outcomes
- 2) Publishing Mission Statements and Program Goals online and in the College Catalog
- 3) Implementing the new Curriculum Planning, Development, and Assessment Guide

These next steps will inform the culture of the 2014-15 academic year and promote the processes established in order fully embrace the results of the project.

#### 8: ADDITIONAL INFORMATION, QUESTIONS, OR CONCERNS

A: Working on and completing this project has been an informative process for the institution. The outcomes will benefit the students, faculty, and ultimately the community. At this time, the institution is not requesting additional assistance and has no concerns.

### Update Review

#### 1: CURRENT PROJECT STATUS SUMMARY

**A:** The taking on of this project demonstrates that ICC is aware of the need to have a vibrant student assessment process. The projects alignment with Category 1 Helping Students Learn is obvious and it is evident that ICC has addressed HLC's Criteria 4 Teaching and Learning Evaluation, and Improvement and Criteria 5 Resources, Planning, and Institutional Effectiveness.

## **2: ORIGINAL PROJECT GOALS AND DELIVERABLES**

**A:** ICC took its 2010 Portfolio Feedback Report seriously and addressed the opportunity to improve the assessment process. While significant progress appears to have been made, the institution may want to consider establishing additional measures to determine the effectiveness of the Career and Technical Education program assessment process. Without these measures, the institution may be limited in determining where focus and resources need to be placed to improve the academic performance of Career and Technical Education programs.

## **3: ACCOMPLISHMENTS OVER THE PAST YEAR**

**A:** The College should be pleased with their progress. The team has accomplished much in a short period of time. Including, but not limited to, establishing documentation and communication to support the initial implementation (e.g. education and training) and ongoing operation of the new processes.

## **4: INSTITUTIONAL INVOLVEMENT**

**A:** The College should be commended for undertaking a major initiative and involving all of the key areas that have a major influence on assessment and related processes. ICC appears to have been intentional and conscientious about the role stakeholders play in this important issue. Additionally, getting faculty involved in assessment can both improve student learning and help administrators communicate assessment results. This approach aligns with AQIP Category 4 Valuing People.

## **5: EFFECTIVE PRACTICES**

**A:** The commitment to shared governance is too often a mile wide and an inch deep, but ICC recognized that effective governance is vitally important to the success of this Action Project and has made it work. The relationship between measures of student success and retention cannot be overstated, so having a meaningful discussion of expectations for all individuals involved helps to build trust and communications.

## **6: ANTICIPATED CHALLENGES TO PROJECT SUCCESS**

**A:** Implementing change has to be done carefully and collaboratively, but the shared governance approach to this Action Project should help to mitigate resistance and help to seamlessly implement changes to course and program development. Careful monitoring of the entire change process is advised in order to measure its impact and evaluate success. Employees need to be kept informed of how things are progressing, the results that are occurring and whether the new assessment process has met its objectives.

## **7: PLANNED NEXT STEPS AND TIME LINE**

**A:** While the institution has been successful with the goal of this Action Project, it is not clear what approach the College will use to strengthen the new processes. An additional next step may be to create good, solid measures to determine the effectiveness of the new approaches. Without these measures leadership might be limited in determining if the new process is producing better outcomes.

## **8: ADDITIONAL INFORMATION, QUESTIONS, OR CONCERNS**

**A:** Illinois Central College should be proud of its accomplishments. Since the strategy is in the early stages of implementation, results are not yet available to indicate the effectiveness of the new process. Moving forward in time, there may be an opportunity to share lessons learned from the Action project to other institutions.