Action Project

Title: Program Goal Mapping in Applied Science Degrees
Version: 2

Institution: Illinois Central College
Submitted: 2013-11-01
Status: Completed
Category: 1-Helping Students Learn

Timeline
Planned project kickoff date: 2012-08-21
Target completion date: 2013-05-31
Actual completion date: 2014-10-01

Project Detail

Project Goal
Describe this Action Project's goal in 100 words or fewer

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

Reasons For Project
Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities

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.

Organizational Areas Affected
List the organizational areas -- institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project

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

Key Organizational Process(es)
Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve
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.

Project Time Frame Rationale
Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion)

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.

Project Success Monitoring
Describe how you plan to monitor how successfully your efforts on this Action Project are progressing

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.

Project Outcome Measures
Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals

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

Annual Update

CURRENT PROJECT STATUS SUMMARY
(Please answer the following questions in the text box below)

General Project Status: Completed In-progress Suspended Reopened

Original Project Start Date: ___/___/____

Original Project End Date: ___/___/____

Anticipated Completion Date: ___/___/____

Briefly describe the current status of the project.

Explain how this project relates to any strategic initiatives or challenges described in the institution’s most recent or soon-to-be submitted systems portfolio, if applicable.

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
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 course s to Provost for
ACCOMPLISHMENTS OVER THE PAST YEAR

Describe what has been accomplished with this project over the past year, specifically referring to quantifiable results that show progress. You may need to include a discussion clarifying how the original goals and anticipated outcomes may have shifted during the year.

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.

INSTITUTIONAL INVOLVEMENT

Describe how various members of the learning community have participated in this action project. Show the breadth of involvement by individuals and groups over the project’s duration, particularly during the past year.

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.

**EFFECTIVE PRACTICES**
Describe the effect that this project has had on the institution, students, and others in the learning community. What has the institution learned that can be identified as a good practice to use in other aspects of its quality work or from which other institutions might benefit?

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.

**ANTICIPATED CHALLENGES TO PROJECT SUCCESS**
Describe the anticipated challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project’s goals

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.

**PLANNED NEXT STEPS AND TIMELINE**
In light of the project goals, current circumstances, institutional learning from this project, and anticipated barriers to success, list the next steps to be taken over the course of the next 12 - 24 months in order to complete or institutionalize the results of this action project. Provide a timeline for completing each next step

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.

**ADDITIONAL INFORMATION, QUESTIONS, OR CONCERNS**
Provide any additional information, inquiries, or concerns that the institution wishes for reviewers to understand regarding this action project

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.

**Annual Update**

**REASON FOR COMPLETION**
What is the primary reason for closing this project?

This AQIP Action Project, Program Goal Mapping in Applied Science Degrees, is closing because key process have been identified, faculty have mapped their goals, and the project is leading to other actionable items at the institution such as a mapping and key processes change in new curricula. In short, the process identified and the project deliverables are now part of accepted and expected practices at the institution.

**SUCCESS FACTORS**
What aspects of this project would you categorize as successful?

The project reinforced that: 1) faculty own curriculum; 2) shared governance is practiced at the institution; and 3) there is a connection between program learning outcomes, curriculum development, and assessment. The faculty embraced this process and through the demonstration of shared governance faculty began to voice the connection they discovered between several Shared Governance Committees: Assessment, Curriculum, and General Education. Faculty leadership and conversation among these three committees is now an accepted practice at the institution.

**UNSUCCESSFUL FACTORS**
What aspects of this project would you categorize as less than successful?

The project timeline was ambitious. The initial time-frame of the project was 1-year. But, after the project committee, which was composed of primarily career and technical education faculty, began stakeholder meetings and trainings, the team decided the project may take longer. In the end, this was a decision that led to project success and an accepted practice and process shift at the institution.