**The Higher Learning Commission Action Project Directory**

**Illinois Central College**

### Project Details

<table>
<thead>
<tr>
<th>Title</th>
<th>Deployment of a One-stop Guide Addressing Curriculum Development &amp; Review Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>ACTIVE</td>
</tr>
<tr>
<td>Category</td>
<td>1 - Helping Students Learn</td>
</tr>
<tr>
<td>Timeline</td>
<td></td>
</tr>
<tr>
<td>Planned Project Kickoff</td>
<td>12-01-2014</td>
</tr>
<tr>
<td>Target Completion</td>
<td>10-01-2015</td>
</tr>
</tbody>
</table>

### 1: PROJECT SUMMARY

A: The project creates a systematic deployment of a new one-stop guide for curriculum planning, development, and assessment (referenced in two recent action projects) that is currently in a pilot phase at the College. This action project addresses deployment of the new guide to the academic departments, along with plans to sustain the guide. All academic departments are affected by the guide; the major committees involved with the guide include curriculum committee, general education committee, assessment of student learning committee, and career & technical education committee. The key organizational processes that this action project will affect, change, and improve is the curriculum development, assessment, and modification processes by aligning and integrating the efforts of the involved committees. Sustainability of the new guide will be addressed in the action project.

### 2: PROJECT RATIONALE

A: As mentioned above, two recent action projects have mentioned this new guide. It is estimated that the project will be completed in fall 2015. The College has an opportunity to improve program-level assessment processes. This opportunity was validated in the feedback received from the May 2014 System Portfolio. The College has been enhancing the assessment of student learning processes since 2010. Course-level assessment, general education assessment, and co-curricular assessment processes have been revised into robust processes. This new guide will assist in doing the same with program-level assessment of student learning.

### 3: PROJECT GOALS AND DELIVERABLES

A: Project goals:

1. Finalize the curriculum guide and post in Curriculum Development System: December 2014
2. Deploy the curriculum guide via e-mail message to all academic departments and through use within the affected shared-governance committees: December 2014
3. Train all program directors/coordinators on the curriculum guide processes by target date of September 2015
4. Provide ongoing training on the use of the curriculum guide: workshops to be provided at least once per month through October 2015
5. Complete CTE program-level assessment of student learning worksheets and curriculum maps that follow the curriculum guide criteria by target date of October 2015
6. Learn from feedback on the curriculum guide, resulting in quality improvements: gather feedback with every workshop offered and make improvements at least twice per year, aligned to operational planning processes, as needed
7. Learn from feedback from curriculum committee, general education committee, assessment of student learning committee, and career & technical education committee, resulting in quality improvements: gather feedback with new program proposals & program modification proposals and when program-level assessments are reviewed; make improvements to the curriculum guide as needed

### 4: INSTITUTIONAL INVOLVEMENT

A: Stakeholder groups participating in this action project:

1. Faculty/staff program directors/coordinators: develop new curriculum, assess current CTE programs, modify curriculum
2. Curriculum committee: own curriculum development and modification processes (shared governance committee)
3. General Education committee: oversee the general education component of programs and ensure general education goals are addressed in curricular layouts (shared governance committee)
4. Assessment of Student Learning committee: oversee the assessment of student learning at the course, program, and general education levels; ensure mission statements, program goals, and student learning outcomes are reasonable and measurable and are aligned with program courses (shared governance committee)
5. Academic Associate Deans & Deans, Associate Provost, & Provost: provide administrative leadership for curriculum development, assessment, and modification processes
6. Organizational Learning: provide workshops for faculty & staff regarding the new curriculum guide
7. Manager of Curriculum & Scheduling Services: manages the Curriculum Development System and has administrative oversight of curricular proposals being in compliance with state and federal higher education agencies

5: PROJECT CONTROL

A: Project progress will be monitored via:
   1. Number of CTE program directors/coordinators who attend curriculum guide workshops compared to total number of CTE program directors/coordinators (% attended will be monitored with 100% the goal)
   2. Number of new curriculum proposals and program modification proposals approved by curriculum committee from Jan-Oct. 2015 (all program proposals & modifications will have been submitted following the new guidelines)
   3. Number of quality program-level assessment worksheets and curriculum maps submitted in October 2015 compared to total number of CTE programs at the College (% complete will be monitored with 100% the goal)
   4. Affected shared-governance committees ability to communicate, coordinate, and sustain processes embedded in the curriculum guide (monitored by monthly leadership meeting minutes, committee approvals of guide and approvals of future modifications)

6: ANTICIPATED CHALLENGES TO PROJECT SUCCESS

A: Challenges encountered with this cultural shift may include lack of buy-in from faculty and administrators resulting in curriculum materials done randomly and incompletely; lack of understanding due to not engaging in training opportunities regarding the new guide; skepticism of completing documents when things will always be changing, causing modifications of created documents; lack of new programs being brought to curriculum committee due to the paperwork involved.

7: ADDITIONAL INFORMATION

A: A shared governance model of committee work is part of the institutional culture of the College. The College has chosen to "chunk" large projects into smaller, quicker action projects. This action project aligns to other recent action projects that address Category 1, Helping Students Learn. The deployment of this project extends to the College's first action project involving Category 4, Planning & Leading.