The goals of this project are:

1. To identify those courses that meet the College's general education distribution requirements.
2. To identify those courses that meet the College's goals for general education.
3. To realign applied science and general studies degrees with distribution and general education requirements.
4. To create example maps to ensure that all general education goals are met in the following degrees: Associate in General Studies and Associate in Applied Science.

During the 2010-11 academic year, faculty revised the College's general education goals. During 2011-2012 academic year, faculty drafted operational definitions for each of the seven general education goals and aligned courses to at least one general education goal.

Faculty will now ensure that the distribution list requirements for the Associate in Applied Science degree and the Associate in General Studies degree are being met. In addition, they will compile a list of courses that meet the College's goals for general education, which can be used for program mapping.

A working group of career and technical education and general education faculty and administrators will work on this action project.

Assessment - this process impacts student learning via the assessment of the general education goals (these goals are to be assessed three times in the next ten years).

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 the next phase of the process and complete it within a one-year time span.

The success of the project will be monitored by % complete. The goal is that all general education courses will be aligned to the seven general education goals and to the distribution requirements by December 2013. In addition, realignment (if needed), and example maps for the General Studies and Applied Science degrees will be created by December 2013.
The "outcome" measure is that 100% of the general education courses are aligned to the general education goals and distribution requirements. In addition, realignment (if needed) and example maps for General Studies and Applied Science degrees will be created.

### Project Update

#### CURRENT PROJECT STATUS SUMMARY

**General Project Status:** Ready to be Completed  
**Original Project Start Date:** 1-14-2013  
**Originally Projected End Date:** 12-21-2013  
**Anticipated Completion Date:** 10/15/2014

The project is ready to be completed. Over the course of 1.5 years, the project goals were met or are in process of being completed. The scope of the project has been changed to applied science degrees only, not the general studies degree, which will be completed at a later date.

Assessment of student learning is a key element within Category 1, Helping Students Learn. The College has made major advancements with assessing student learning since receiving feedback from the first Systems Portfolio in 2010. The 2014 Systems Portfolio illustrated and explained the initiatives and good work being done by the faculty and staff in assessing student learning.

Course-level and institutional assessment of student learning has been easier to organize and implement than program-level assessment of student learning. This action project was a needed step in that direction. In addition, the project allowed the institution to identify gaps within applied science programs and identify how programs are designed to meet general education goals.

#### ORIGINAL PROJECT GOALS AND DELIVERABLES

**Goals:**

1. To identify those courses that meet the College’s general education distribution requirements for applied science degrees.  
   **Measures for assessing progress:** The General Education Committee, following much faculty discussion, determined that as of the 2016-2017 catalog, non-Illinois Articulation Initiative (IAI) General Education Core Curriculum Courses (GECC) will no longer qualify for General Education credit at Illinois Central College (ICC) unless approved by the General Education and Curriculum Committees. Some courses that are not IAI approved may still meet the ICC criteria for general education credit. In order to allow those courses to count towards completion of a non-transfer degree, the course must be formally submitted to the General Education Committee for review. The committee will review the course based on developed distribution list requirements in the following areas: English, Oral Communication, Social & Behavioral Sciences, Science, Math, Humanities. A step-by-step process was developed in spring 2014 for this approval and is currently being used. To date, 3-5 current courses have been reviewed and have been approved to meet the developed criteria.

2. To identify those courses that meet the College’s goals for general education.  
   **Measures for assessing progress:** A comprehensive listing of all courses that satisfy the College’s goals for general education was created in spring 2013. The list is revised on an annual basis to reflect any changes to the course listing.

3. To realign applied science and general studies degrees with distribution and general education requirements.  
   **Measures for assessing progress:** As stated previously, the scope of the project was changed to only focus on applied science degrees; the general studies degree will be completed at a later date. The General Education Committee, after much College-wide discussion, voted not to change the current distribution areas, but did agree to reduce the social science required hours from six to three. Additionally, there was agreement to develop a process that assures non-IAI GECC courses that faculty wish to remain on applied science distribution lists, truly meet the specific distribution list requirement. This was decided in fall 2013.

4. To create example maps to ensure that all general education goals are met in the following degrees: Associate in General Studies and Associate in Applied Science.  
   **Measures for assessing progress:** Again, the scope of the project was changed, and the General Studies Degree is not being completed at this time. Example maps were created and made available to applied science degree program faculty. This was completed in spring 2013.

#### ACCOMPLISHMENTS OVER THE PAST YEAR

As discussed previously, the Associates in General Studies degree was not examined, but will be once the applied science degree work is finished. All of the goals have been either completed or are progressing through a newly created process (For more detail...
The completed curriculum maps are currently being revised to add program-level student learning outcomes. Additionally, a new one-stop guide, “Curriculum Planning, Development, and Assessment Guide”, was developed summer 2014 and is being piloted fall 2014. Two new processes in the Guide are actions from this project: approval process from goal 3 and the curriculum mapping process.

4: INSTITUTIONAL INVOLVEMENT

A: The general education committee, 12-faculty members that present the 7-College Academic Departments, include Career and Technical Education faculty and transfer-level General Education Faculty, and 4 administrators, have been key to this project, specifically goals 1, 2, & 3. An all-faculty college-wide discussions were held during the College Celebration of Learning Week, and the purpose of these discussions were focused on goal #3: To realign applied science and general studies degrees with distribution and general education requirements. Career and technical education program directors were directly involved in creating curriculum maps for applied science degree programs. Development of the new curriculum planning, development, and assessment guide involved faculty and administrative leadership from curriculum, general education, and assessment committees, along with applied science degree faculty participating in development and piloting of the new guide.

5: EFFECTIVE PRACTICES

A: The College community has engaged in lively, productive, and relevant discussions regarding the nature of general education in applied science degree programs and Illinois Community College Board (ICCB) general education distribution guidelines. Processes were put into place to ensure courses outside of a traditional general education distribution area could indeed be used to meet that distribution requirement, if specific criteria are met. A new curriculum planning, development, and assessment guide was developed under the direction of three major joint faculty/administrative committees: general education, assessment, and curriculum. The spirit of shared governance has been a driving force behind these conversations as faculty and administrators work together to create a vision for the College’s applied science degrees which not only complies with the ICCB requirements for general education distribution areas, but also meets the high standards established by the College’s goals for general education.

6: ANTICIPATED CHALLENGES TO PROJECT SUCCESS

A: As stated previously, the College has made major strides in the assessment of student learning since 2010. Although everyone wants projects to be finished completely, this rarely happens. Refinement of processes due to deployment challenges, and the learning that accompanies deployment, create opportunities for improvement. This in turn, stimulates conversations and strategies for process improvement. And the cycle continues. Anticipated challenges are minimal at this point. The College is documenting process and assessment as well as improvements so that even as leadership and faculty change, the processes can continue. The learning from the projects goals has been institutionalized and is being used to discover gaps within the general education curriculum in applied science degree programs.

7: PLANNED NEXT STEPS AND TIMELINE

A: Next steps (within 12-24 months):
   1. All applied science degree programs will refine their current curriculum maps to ensure general education goals and student learning outcomes are added and coded (introduce/reinforced/demonstrated). Any gaps will drive curricular changes.
   2. The General Studies degree will be studied for alignment to ICCB distribution requirements and College general education requirements.
   3. The General Studies degree will be mapped to ensure that all general education goals are met within the degree.
   4. The new “Curriculum Planning, Development, and Assessment Guide” will finish a pilot process and will be adopted by curriculum and assessment committees for use College-wide.

8: ADDITIONAL INFORMATION, QUESTIONS, OR CONCERNS

A: At this time the College has no concerns and the project is ready for completion.
Update Review

1: CURRENT PROJECT STATUS SUMMARY

A: Illinois Central College has demonstrated flexibility as it has worked toward completion of this action project. It is not unusual for an action project to morph into something a little different than the original plan given the nature of higher education. This is especially true when working with a project that focuses on assessment. That ICC has decided to focus on applied science programs makes sense given their timeline for completion. It would be difficult to advance program-level assessment, which is clearly the primary focus, while also attempting to tackle the general studies degree.

2: ORIGINAL PROJECT GOALS AND DELIVERABLES

A: The original project goals and deliverables are defined. This action project is complex and has several moving pieces. ICC has shown that it is flexible in narrowing down what it can actually accomplish. Identification of courses that meet the general education distribution requirements for applied degrees is clearly important. Now that this has been accomplished for some courses, the process will hopefully serve to identify and review other courses. Example maps/curriculum maps will help ensure that general education goals are connected to courses in the Associate for Applied Science degree. Completion of this action project will require that all courses be reviewed and appropriately designated as either meeting or not meeting general education goals, and then mapped into degree plans.

3: ACCOMPLISHMENTS OVER THE PAST YEAR

A: The additional deliverable created by ICC, namely the one-stop guide, is commendable. Processes that are codified and written down are much more likely to be followed and are therefore more sustainable. ICC is encouraged to continue to review courses and map them into degree plans. It will be important to keep the momentum going so that courses don't fall through the cracks, and so that the college can clearly see how and in which classes it can assess general education student learning outcomes.

Global Judgment on Progress: Good

4: INSTITUTIONAL INVOLVEMENT

A: It is clear the ICC understands the importance of involving all stakeholders when making decisions that will affect students and faculty alike. This is a high stakes project in that it has the potential of making the pathway to graduation clearer for students working on a degree in an applied science program. To this end, having broad-based involvement, a characteristic of high performing organizations, is vital to success and sustainability. ICC has also promoted collaboration, another characteristic of high performing organizations, by inviting multiple stakeholders to help identify general education courses that meet general education goals and distribution requirements.

5: EFFECTIVE PRACTICES

A: ICC seems to have found a process to address issues that affect a large part of the campus, namely engaging stakeholders in discussion, decision-making, and execution of a plan. They have aptly identified that this is only possible in an environment that values shared governance. It is through shared governance that faculty and administrators are able to work together successfully to solve problems. ICC is encouraged to celebrate this accomplishment as they complete this action project.

6: ANTICIPATED CHALLENGES TO PROJECT SUCCESS

A: ICC has demonstrated flexible thinking as it has met challenges that have surfaced as a result of this action project. While ICC anticipates minimal challenges, it is still appropriate to predict what they might be and plan for them. For example, ICC might anticipate that there will be challenges with creating assessment tools to assess student learning connected to the general education goals. The process they have used thus far to address challenges has been successful -- namely including faculty and administrators in conversations. This same strategy might be employed to create assessment tools that could be used college-wide with a focus on courses that count toward an applied science degree. If a rubric, for example, were created by a group of faculty from various disciplines, it would have a better chance of being used than if it were created by a single person or even a team of faculty from the
To anticipate even small challenges, ICC might consider reviewing past action projects from other schools that have dealt specifically with assessing general education. The AQIP Action Project Directory (APD) allows visitors to search for projects at [http://www.hlcommission.org/component/com_apdsearch/itemid,126/](http://www.hlcommission.org/component/com_apdsearch/itemid,126/).

### 7: PLANNED NEXT STEPS AND TIME LINE

A: ICC has developed an appropriate timeline for completing this action project, as well as extending the action items that result from it. ICC is encouraged to identify more specifically which semesters the work will be undertaken. For example, the first item in the timeline might take two semesters to complete. ICC might consider identifying which degree programs will be reviewed first and in which semester. This will help all involved meet the timeline presented.

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

A: ICC is to be commended on designing an action project that is meaningful and will contribute to the success of students in applied science programs. If a student can demonstrate knowledge of and ability to apply skills that are taught in general education, skills such as ability to communicate effectively, problem solve, etc., opportunities for employment are much greater. This action project has the potential of creating this benefit for ICC students.

### Project Outcome

#### 1: REASON FOR COMPLETION

A: Over the course of 1.5 years the project goals were met or are in process of being completed. The scope of the project was changed to applied science degrees only, not the general studies degree, which will be completed at a later date. New processes were put in place for identifying general education courses that meet general education goals and distribution requirements.

#### 2: SUCCESS FACTORS

A: There were many successes in this action project, all centered around the principles of shared governance, including in-depth discussions and the development of new processes, in order to improve teaching and learning. A comprehensive listing of all courses that satisfy the College’s goals for general education was created; the list is revised on an annual basis to reflect any changes. A process was developed to ensure that non Illinois Articulation Initiative (IAI) general education courses truly meet the specific general education distribution list requirement. This was created in the interest of applied science faculty that strongly felt the courses should remain on applied science distribution lists. A new one-stop guide, “Curriculum Planning, Development, and Assessment Guide”, was developed partially because of this action project. Two new processes in the Guide are from this project: the non-IAI general education course approval process, and the curriculum mapping process.

#### 3: UNSUCCESSFUL FACTORS

A: After starting the action project, it was determined that the scope was too broad. The scope was changed to focus only on applied science degrees, and the general studies degree will be mapped to ensure that all general education goals are met within the degree in the near future.