Higher Learning Commission Visit

Quality Program Summary

MARCH 20-22, 2013

Academic Quality Improvement Program

The Higher Learning Commission NCA

Quality Program Summary

Introduction:

"Through learning, minds change. We believe by changing minds we can change the world." This mission statement of Illinois Central College (ICC) fits with what we want for our students but also with our continuous efforts to improve how we perform as an institution. The AQIP process compliments our mission–since our Systems Appraisal, ICC has been able to learn from the feedback and clearly identify both our strengths and our weaknesses. That knowledge allows us to prioritize, with quality at the core of our decision-making. This summary highlights our efforts by detailing past projects, current issues, and future plans. Because the vision of ICC involves providing an exceptional educational experience that delights our students and stakeholders, we have used AQIP, along with other quality initiatives, to determine our strategic priorities and to continue on our quest for excellence.

Strategic Priorities:

Beginning in 2001, Illinois Central College adopted an annual planning process to address emerging trends in an increasingly competitive and rapidly changing environment. The *Blueprint for the Future*, ICC's Strategic Plan, is designed to express in measurable terms what the College must achieve in order to succeed. It focuses the organization on the critical goals, action plans, and timelines to achieve them. The *Blueprint for the Future* is deployed through the development of division plans, department plans, and program plans aligning all levels of the College with the institutional strategy. Beginning in 2011, a three-year plan was developed with annual reviews to continually monitor progress and to ensure that the College remains focused on addressing future challenges with annual adjustments made as necessary.

ICC uses a 12-step strategic planning process that begins with a review of the vision, mission, and values to keep the focus of the planning integrated with the purpose and direction of the institution. Data relative to ICC's core competencies – variety of courses, high-quality education, and affordable price – are reviewed to ensure that these competencies continue to be critical in the decision-making process for students. Competitors are analyzed to identify how they position themselves in the marketplace and to identify any competencies that pose a threat to ICC's market share. As the planning process progresses, all managers and the Board of Trustees, which represent the voice of the community, are included. A comprehensive external scan and internal assessment is used to provide critical information to advise the planning process. The external assessment includes an analysis of current best practices and

relevant research governing programs, offerings, and services at the state and national level concerning higher education.

In the initial planning year, the results are organized into the College's existing priorities of outreach, student learning, service, workforce and value. The strategic plan participants first conduct a SWOT (strengths, weaknesses, opportunities, threats) analysis. From the SWOT analysis, the participants come to consensus on the most critical challenges and advantages. These are charted as they relate to the strategic priorities (or emerging priorities) to guide the participants in developing objectives and strategic initiatives that address the challenges and leverage the advantages.

Within the strategic plan life cycle an external scan and internal assessment is conducted and reviewed using a STEEP (social, technology, economic, environment, and political) analysis. The relationships between the identified challenges and advantages are identified using a relations diagram. Further, the challenges and advantages are categorized as driving factors, means, or outcomes. This methodology helps to focus strategies on addressing the root causes of the challenges while leveraging the strategic advantages. Using two methodologies helps to identify blind spots in the original planning process.

Beginning in 2013 a goal for the three-year cycle was set and associated strategies, objectives, goals, and timeframes were established by the strategic planning participants. Goals are drafted to meet the short- and long-term planning horizons. The strategic initiatives are identified and assigned to the appropriate Cabinet members. Strategies are also reviewed by the Strategic Forum (all managers throughout the institution) in a meeting open to the College community to obtain feedback. The strategies are also reviewed by the Board of Trustees, which represent the wider community. These reviews provide the opportunity to uncover new information that otherwise might result from blind spots in the strategic development process.

The Cabinet reviews the plans, finalizes goals, and highlights any specific actions to be deployed within single departments or institution-wide. These plans are presented to the Strategic Forum outlining the goals and plans to be deployed at the division, department, and program level. Training is provided for all program managers highlighting expectations for program plan development and alignment with goals. Managers then develop the program plans, review them with their supervisor, who is responsible for alignment, and then the plans roll up into a division plan where human resource needs and budget requirements are reviewed and approved. A Celebration of Learning event for all employees is held in August each year to kick-off the academic year, provide opportunity for the President to recap the prior year, discuss the College's performance on key indicators, and highlight the plans for the coming year. The Cabinet reviews action plans and progress toward the goals quarterly and revises

plans as needed to address changes in the internal and external environment. All of our quality initiatives play a part in achieving these goals—the aforementioned *Blueprint for the Future*, as well as AQIP, Six Sigma, and the Lincoln Foundation for Performance Excellence. More information on our quality initiatives can be found here http://www.icc.edu/insideICC/quality/.

For fiscal year 2013, the College has identified a number of strategic advantages (strengths) and strategic challenges (weaknesses). These strategic advantages and challenges influence the development of the three year goal, strategic objectives and strategic initiatives for the College's existing priorities of outreach, student learning, service, workforce and value. The three year goal is stated as "By 2016, we will be nationally recognized for student success among community colleges" and supported by the following strategies and objectives:

- Enhance academic and student support systems to increase student retention and success.
    - Increase first-year retention rates for first-time, full-time students from 71% to 76% by FY2015.

- Support African American students to ensure they are successful in their courses.
    - Increase African American course success rates to 57.6% by FY2015.

- Develop a Virtual Campus which will be a comprehensive online learning experience.
    - Increase annual online enrollments to 12,500 by FY2015.

- Create/repackage short-term workforce readiness programs to meet the needs of the current business environment
    - Increase number of people earning post-secondary credentials by completing short-term credit and noncredit workforce readiness certificates.

- Develop ICC North into a comprehensive campus.
    - Complete construction of ICC North buildings within 5% of budget and on time.
    - Provide improved student learning support services at the ICC North Campus.

- Develop a comprehensive employee recruitment plan to attract a diverse, high quality workforce.
  - Increase the percent of African American faculty such that it matches the African American student population by FY2017.

Systems Portfolio and Systems Appraisal Feedback Report:

The ICC Systems Portfolio provided the college with an opportunity to look at its systems and processes in new and revealing ways. Such a comprehensive self-evaluation resulted in a better understanding of the areas where improvements were needed most. We were also able to recognize the strengths of the institution—an important part of the reflection—and mimic our successful strategies throughout the college whenever possible. We focused on various processes and key stakeholders. The Systems Portfolio was born of a college wide effort led by the Office for Planning & Organizational Effectiveness and the Director of Accreditation.

The final document was submitted to the Higher Learning Commission in May 2010. The full document can be accessed at http://www.icc.edu/eLibrary/ICC%20AQIP%20-%20Systems%20Portfolio%20(May%202010).pdf?. The document is also located in Folder 3.

ICC received the Systems Appraisal Feedback Report in Fall 2010. The actual Appraisal Report was circulated to all college employees through an email announcement that included a link to the report. The Appraisal Report can be found in Folder 3 and at the following link: http://www.icc.edu/eLibrary/ICC%20AQIP%20-%20Systems%20Appraisal%20Feedback%20Report%20(Oct%202010).pdf?.

Since becoming an AQIP institution, ICC has formed the AQIP Steering Committee, with representation from the following college divisions: Academic Affairs, Student Services, Administration & Finance, Human Resources, and Diversity. In an effort to determine how to use the feedback effectively, the AQIP Steering Committee created an Opportunities Worksheet (see Folder 1/Supporting Documents to access Opportunities Worksheet file). This worksheet focused mainly on the O's and OO's and facilitated discussion among the committee members about areas for improvement. The worksheet also helped to guide our decision-making and prioritizing of potential Action Projects that would meet those opportunities. Having applied for and won the Lincoln Foundation for Performance Excellence 2010 Silver Award, we also incorporated the Lincoln feedback into another document that synthesized both AQIP and Lincoln opportunities to ensure we didn't omit any important prospects for change (see Folder 1/Supporting Documents to access AQIP-Lincoln Crosswalk file).

The college's progress toward making improvements with the four Outstanding Opportunities mentioned in the Systems Appraisal Feedback Report have been thoroughly addressed and major enhancements have been made in those four areas (see Folder 1/Supporting Documents to access Outstanding Opportunities file). The process outlined above continues and will continue as we strive to constantly improve.

Commitment to Continuous Quality Improvement:

Illinois Performance Excellence Award

Illinois Central College (ICC) has been awarded the **2010 Silver Award for Progress toward Excellence** — the highest level ever given to any institution of higher education by the Lincoln Foundation for Performance Excellence. The Lincoln Foundation for Performance Excellence is a statewide, nonprofit organization that assists leaders in business, education, health care, government, and nonprofit agencies in applying the Baldrige Criteria to achieve performance excellence.

The Baldrige Performance Excellence Program was established by the U.S. Department of Commerce in 1987 to enhance the competitiveness, quality, and productivity of U.S. organizations. Congress created the Malcolm Baldrige Award Program to identify and recognize role-model businesses, establish criteria for evaluating improvement efforts, and disseminate and share best practices.

In June 2010, Illinois Central College submitted its first application to the Lincoln Foundation and received a feedback report to provide a guide to improve its performance. Additionally, ICC has sent a total of 20 employees for training in order to become Illinois Performance Excellence Award Examiners.

AQIP—Action Project Updates

Though ICC has consistently used the Opportunities Worksheet to drive our selection of Action Projects, our strategy has changed over the years. Under the guidance of our new Provost who came to the college in 2010, we have created smaller, more manageable projects these last couple years. The change has been a positive one, as we are now able to better focus and affect change/improvement. Below is a list of our Action Projects, both completed projects and those on which we are currently working, along with a summary of each.

Past Projects
Develop & Implement Customer Service Approach that Surpasses Customer Expectations—Completed

The project was designed to increase student satisfaction with better customer service. The fact that ICC was below the national norm for both employee and student satisfaction was the driving force and motivation for the project. Results included a consensus view on customer service at ICC, collection of voicing data from internal and external stakeholders to identify what information is important to students, creation of the QuicckGuide, the CougarCARE principles, and the BlueBook—which describes the guiding principles of ICC for college employees. The project completion date was August 2007. Some of the end products of the project continue today, such as CougarCARE principles and the Blue Book being introduced at new employee orientation. A "WOWthePrez" email address was initiated for ICC employees to identify the actions of fellow employees that exceed service standards. Also, new elements of improved customer service have been introduced, such as: we now utilize social media (Facebook) as a way to interact with and get feedback from students, the bookstore has a student survey and makes adjustments based on student need/suggestion, and there are now feedback links on several of ICC's website pages. ICC is continuously striving to make improvements in the area of customer service.

New Student Orientation—Completed

This project was focused on improving the delivery of orientation to new ICC students, maximizing the number of students who participate, and assessing the effect of student participation on student success. Connections between general orientation information and program-specific orientations were made, and coordination with program directors allowed for more effective practices and more students reached. Also, orientation information was able to be customized for specific programs, enriching the experience for students. The project completion date was December 2009.

Improve & Organize College-wide Assessment of General Education Goals—Completed

The ultimate goal of this project was to have every course at the college involved in assessing student attainment of the college's General Education Goals. The challenge was then to examine the assessment results holistically to gain a better understanding of how curriculum promotes the mastery of the General Education Goals by students. Because of the scope of this project, the timeline spanned three years. Select members of the Assessment Committee reviewed the results and worked with different

departments to collect information and converse about student learning within the scope of certain General Education Goals. This project helped to create a culture of assessment at ICC, and the effects continue to be felt, as a new project regarding review of the college's General Education Goals came out of this one. This original General Education Goals project was completed November 2010.

Course Delivery and Offerings—Completed

This project worked to assess student course needs and preferences with respect to duration, days/times offered, and delivery mode. The team hoped to identify ways to increase enrollment opportunities for current students and to attract new students. The data generated during this project is available on-demand to schedulers and will continue to be reviewed annually. SSI data has continuously been assessed to determine student satisfaction with course offerings. This project was completed in January 2011.

Revision of General Education Goals—Completed

An earlier project inspired this action project. The goal of the project was to review and update the General Education Goals. The process was faculty-driven with the intent to align the goals with current faculty expectations for community college degree graduates. Our systems portfolio feedback report also cited opportunities relating to this issue at the college. The General Education Goals were revised and went into effect Fall semester 2012. Further work with development of operational definitions for these new goals will be worked into a new project. The completion of this project occurred in October 2011.

Advising Developmental Students—Completed

This project sought to gather and analyze data on positively impacting satisfaction with advising developmental students in order to enhance retention and success levels. Because of the need for data analysis over time, this project took place over a span of three years. Various types of intrusive advisement methods were adopted, and we saw an increase in student success from 50% (2009) to over 64% (2012) along with a decrease in withdrawals from 24% (2009) to 14.04% (2012). The positive outcomes showed that the advising changes we had made were working. However, due to the state-issued Student Success Grant ending and the notification that

we were not awarded the Title III Grant, resources were not available to continue this intrusive advisement. We will re-apply for the Title III Grant in Spring 2013.

Collection and Analysis of Student Retention Data—Completed

This project's goal was to collect and analyze retention data at Illinois Central College, identifying appropriate measures which could be used to drive future improvements related to engaging and retaining students. One deliverable from this project was an institutional definition for "student retention." This definition will lead to raw data and data-driven analysis of meaningful factors which affect retention, and thus will drive future improvements designed to help students learn, remain engaged, and complete college certificates and degrees. January 2012 was the kickoff date for this project, and it was completed in August 2012, though there is an opportunity for future projects relating to this one.

Operationalizing the New General Education Goals—Completed

The project emerged from our recent revision of the General Education Goals. The goal was to create a common set of definitions for our new General Education Goals to be used campus-wide for assessment purposes. The operational definitions will allow faculty to assess the goals at the classroom and program level with a common understanding of each goal. The project began in January 2011 and was completed in November 2012.

Current Projects
Student Feedback and Complaints—Active

The Systems Portfolio Appraisal Feedback alerted us to our lack of a systematic process to collect, analyze, and act on student feedback—potentially causing the college to miss opportunities for providing an exceptional educational experience for our students. This project focuses on such an opportunity to improve. Intended outcome measures include SSI data, time to respond to and/or resolve complaints, and quantity/quality of feedback data. The project began in January 2011 and will continue throughout the spring semester of 2013.

Co-curricular Assessment of Student Learning—Active

There are multiple goals for this project: to assess student learning outside the classroom in co-curricular student activities or events and to assess student learning

within a college-registered student organization. The project was developed in alignment with Category 1, Helping Students Learn, in that we are hoping the results show that students are able to increase their learning of the college curriculum through engagement in co-curricular activities. The plan is for this project to span one academic year, and results will drive efforts to modify co-curricular activities in order to enhance the stated learning outcomes. The target completion date is July 2013.

Program Goal Mapping in Applied Science Degrees—Active

In an effort to build upon the assessment progress we continue to make at ICC, we have developed a project that focuses on drafting a mission statement and program goals for all CTE programs, publicly articulating the mission statement and program goals in the catalog and on the college website, and then aligning and mapping CTE program goals to program courses. This process has short-term and long-term impact relating to student learning, retention, and budget processes, depending on what we learn about student and program needs. The project began in August 2012 and the completion date will likely be May 2013.

Identifying General Education Courses that meet General Education Goals and Distribution Requirements—Active

Having recently revised the college's General Education Goals, we felt the need to do the following: identify the courses that meet the college's general education distribution requirements, identify the courses that meet the college's goals for general education, realign applied science and general studies degrees with distribution and general education requirements, and create example maps to ensure that all general education goals are met in Associate in General Studies and Associate in Applied Science degrees. The outcome of this project will affirm that 100% of the general education courses are aligned to the general education goals and distribution requirements, with realignment (if needed) and creation of example maps for these degrees. The project began in January 2013 and should be completed by December 2013.

ICC keeps a full list of Action Projects up to date on our web site. To access the full reports for all completed and active projects, click http://www.icc.edu/insideICC/aqip/actionProjects.asp.

Six Sigma

ICC adopted **Six Sigma** in spring 2003 as a way to build inter-departmental cooperation and accelerate improvement throughout the institution. ICC is using Six Sigma to improve processes in all areas of the college including Student Services, advisement, and business processes. The college has trained a total of 922 Yellow Belts, 178 Green Belts, and 10 Black Belts since the program's inception. A total of 57 projects have been completed thus far. Some of the project titles are:

- Curriculum Development System Evaluation
- Evaluation and Improvement of Corporate and Community Education Enterprise/Work Systems
- Interpreter Preparation Program Admissions
- Advising Developmental Students
- Computer Lab Classrooms
- Bookstore Charges
- Constructing the Class Schedule
- Developing & Improving Business Relationships
- Course Delivery and Offerings
- Identifying and Responding to Emerging Market Needs
- Athletic/Academic Tuition Waiver Processing
- Test Proctoring
- Vehicle Request
- Petition to Graduate
- Transcript Evaluation
- Credit Card Compliance/Processing/Reconciliation
- New Student Orientation
- Student Advisement Appointment
- Allocation of Marketing Resources
- Costing of Off Schedule Instruction
- Trust & Agency
- Re-enrollment
- Minority Retention
- Refunding Students
- Authorization
- College Travel
- Prospective Student Follow-up
- Vehicle Utilization
- Health Careers Admission & Retention
- Retiree Health

- **E-time**
- **Financial Aid**
- **Attendance/Warning Reporting**
- **ACT Placement**

The progress/status of these projects can be accessed at
http://www.icc.edu/facultyStaff/sixSigma_projects.asp.

Key Achievements:

Illinois Central College has spent time considering the opportunities from the Systems Appraisal Feedback Report, as previously noted, and using them to guide our plans for improvement. However, it is important for us to note the strengths at the college and continue to move forward and build upon those strengths. For example, we have comprised a large data repository. The data warehouse is a comprehensive standardized data store for student data which allows access to both historical and current data for analysis. It contains standardized variables related to applications, student enrollment, course enrollment, class schedules, and degrees awarded as well as calculated variables in these areas. Access to dynamic reports is gained through an intranet site which allows users to interact with and alter reports to suit their needs.

Other strengths noted on the Feedback Report include our Educational Foundation and Diversity Initiatives, which both continue to move forward and improve. Furthermore, our strategic planning process is effective and allows us to focus on important institutional goals.

Since receiving the Systems Appraisal Feedback, the college has put notable resources into student completion and success. We have created additional support services within our online learning/virtual campus. And, we also have some major growth in the area of assessment. Specific information about those areas is included below:

Student Completion and Success
In relation to student success, we have numerous changes, improvements, and accomplishments.   We want to be sure that we know what every student needs from us. Thusly, one outcome of an AQIP Action Project has been the Student Feedback Link available on ICC's web site and linked for you at: http://www.icc.edu/feedback/. This feature addresses both formal and informal student feedback and complaints. Furthermore, whether it be placement scores, degree changes, advising, student support, or collaborative relationships, each area has been developed/improved with student success at the core. See below for a list of key ways that we continue in our efforts to help students succeed:

- ICC has established standard reading placement test prerequisite scores for all transferable general education classes.

- ICC has revised developmental English classes so that reading and writing are now combined in the same classes.

- ICC now offers distinct Associate in Arts and Associate in Science degrees (with varying math and science requirements) instead of a combined Associate in Arts & Sciences degree.

- ICC has created new workforce readiness certificates for those who need a postsecondary credential, but not necessarily a college degree for employment.

- Advisement and Counseling has put together a "New Student" packet that includes information about the resources available to the students (such as Math Lab, The Studio, and the Learning Lab). All of the material in this packet is available to advisors online.

- A training program has been developed and all new advisors are being asked to complete this training.

- Most advisors see students by appointment; however, in our office we now have "Walk-in Wednesdays". This provides the students with an opportunity each week when they can see an advisor without having to schedule an appointment.

- ICC worked with a local software development company and launched a pilot version of an on-line interactive tool that prompts new students towards services and programs that support persistence and retention ("momentum points"). The participation rate of the pilot student group was extremely low; the College is currently working with the software vendor to make improvements.

- Fall 2012 marked the transition from FYICC to New Student Orientation. FYICC was a drop-in style program where new students could come to campus to gather information and ask questions. New Student Orientation provided a structured program for students as well as for their parents, family members, or other guests. The schedule consisted of a large-group welcome and several small-group activities. New students had the opportunity to get to know other new students, as well as staff members and student leaders who served as small group hosts. New students received a campus tour, technology training session, and had an opportunity to ask questions of department representatives at a

tabling event. The tabling event incorporated the FYICC concept as one part of the new student orientation schedule, thus maintaining flexibility of seeking out information of interest, while at the same time experiencing structured time learning key information that all students need to be successful. The percentage of total new ICC students who attended jumped from 16.9% to 39.59%, a 65.99% increase from Fall 2011 to Fall 2012.

- Student Activities hosted the College's first Welcome Days, a week of events designed to help orient new students to the College. Welcome Days consisted of fifteen programs or events held August 18-24, 2012. The Passport to Success program was also launched during Welcome Days. The Passport program was designed to provide a guide for new students to academic support services as well as involvement opportunities throughout the first part of the semester. The Passport concept was deemed worthwhile, but improvements need to be made in order to better assess student participation and learning as well as increase the number of completed submission (see Folder 1/Supporting Documents to access Passport to Success file).

- The Studio has transitioned from a writing center to a literacy center. The Studio now offers reading consultations which serves to support student learning by offering tutoring in academic reading.

- The Studio and the Math Lab have expanded academic support services to ICC's North Campus. Students at all campus locations can now have access to a full range of academic support services. Additionally, the Studio and the Help Lab have expanded services to the Virtual Campus, offering online students access to academic support services in an online format.

- Community and Educational Partnerships are developed and supported through the Academic Affairs Office at Illinois Central College. The College's Education and Business Liaison spearheads and supports several partnership initiatives. In addition to these efforts, all Career and Technical Education programs have active advisory committees that engage community partners. The advisory committees give feedback and offer support to these career programs.

- Education partnerships involve working with administrators, counselors and teachers in the high schools, three regional Directors in the Education for Employment (EFE) System, and ICC Deans/Associate Deans and all Student Services Offices. Collaborations and activities strengthen the processes for students transitioning from high school to college and to the workforce.

Examples of this would be the Full Service Community School Advisory Council, Pathways to Results and Perkins grants, support for two EFE Boards of Control, development of a "High School Guidance Counselor" page on the ICC website, work based learning support, curriculum alignment for the Teacher Education program, the Ambassador's Report that details enrollment and retention data available to each high school, a database of our "Partnership" which includes engaged teachers and faculty from all high schools and the college, and an Advisory Board helping to set the vision for academic and CTE integration for the future.

- Community partnerships bring business leaders and governmental agencies to the table with educators and these relationships facilitate conversations, actions and shared understanding in the supply and demand for jobs and innovative ways to educate today's students. The Workforce Partnership Committee, the Specialized Manufacturing Group of the Economic Development Council for Central Illinois, the Caterpillar Six Sigma Team and the Focus Forward Central Illinois strategy groups are all interested in promoting career pathways, education and training opportunities; helping to identify and standardize occupations; recognizing standard certifications; and then helping to build the skills and knowledge necessary for entering, retraining and retaining people in the pipeline in Central Illinois. Current activities include annual Manufacturing Expo attended by over 1000 students from over 20 high schools (a new Health Expo begins spring 2013); collaborations to align curriculum; showcasing career pathways to students; bi-annual regional "Partnership Days" coordinated by ICC; networking high school and college administrators, faculty, and staff with employers in manufacturing, health, and hospitality sectors; involvement in statewide initiatives with Illinois Shared Learning Exchange; Science, Technology, Engineering and Mathematics (STEM) Pathways; and a pilot project involving eleven local companies utilizing the National Career Readiness Certificate.

Virtual Campus

Many developments have occurred in the area of online learning at ICC since 2010. First, we now have an Online Learning Task Force (OLTF) comprised of faculty, administrators, and staff at ICC. The OLTF is challenged with continued development and assessment of our online services and courses, as ICC is currently approved to offer online degrees by the Higher Learning Commission. In addition, we now have a new position—Associate Dean, Online Learning—allowing for informative leadership and guidance within this area of the college. The

College maintains a de-centralized approach to managing distance education, specifically online programs and courses. In our de-centralized model, the Associate Dean oversees the process of improving and expanding services, improving and expanding program offerings, improving and expanding faculty training and support, etc., but the provision of services and the selection and assignment of faculty teaching online classes still reside in their respective areas and departments and are overseen by the respective administrators, managers, and supervisors in those areas. The Associate Dean does oversee limited direct student services and most of the faculty training and support needed for teaching in the online environment.

The priorities as ICC continues to build this area include:

- the expansion of the virtual campus website

- the process for assessment of online student readiness

- the expansion of online class, certificate, and degree program offerings

- the assessment and expansion of services for students completely at a distance

- online tutoring

- the expansion of effective and meaningful faculty training and support for online teaching and learning

We use our data warehouse for continuous assessment of online learning. We are revising the Quality Online Course Initiative (QOCI) Rubric to best meet the needs of online instruction and student learning at ICC. And, we reference the Guidelines for the Evaluation of Distance Education (On-line Learning), developed by the Council of Regional Accrediting Commissions (C-RAC), as we continue our plans and assess our students' needs. ICC's current virtual campus page can be accessed at http://www.icc.edu/virtualCampus/.

Assessment

Another area of the college where quality improvements continue is with assessment. The Assessment of Student Learning Committee has helped to create a culture of assessment at ICC. In general, the college has taken a very pro-active view on the assessment of student learning by expending resources for administrators and faculty to attend various conferences. Our data warehouse is an important resource to glean quantitative information that drives

analysis and action. Many other avenues of improvement have come out of the access to such important information. Various AQIP Action Projects have focused on assessment—from the General Education Goals to a project that has a Co-Curricular focus. We have also taken results from the CCSSE and created a committee to assess where/how we can improve for the sake of our students learning. Furthermore, faculty members are now using an online-input for course-level assessment [http://cds.icc.edu/assessment/], which was initiated in Fall 2012. For a quick overview of ICC's continued efforts in the area of assessment, see below:

- Sent 5 teams of faculty and administrators to HLC Assessment Workshops

- Sent two teams of faculty and administrators to the IUPUI Assessment Conference

- Sent two teams of faculty and administrators to the Illinois Community College Assessment Fair

- Sent a team of faculty and administrators to the AAC&U General Education and Assessment Conference

- Hosted two May Assessment Fairs at ICC

- Sent three teams of faculty and administrators to the Higher Learning Commission Annual Meeting in Chicago

- Sent a team of faculty and administrators to give a presentation on assessment at the HLC Annual Meeting in 2012

- Scheduled General Education and Assessment as frequent topics of World Café discussions for faculty during Celebration of Learning weeks in August and January

- Schedule Assessment as a regular topic of discussion at Social Science, Arts & Communication, and English departmental meetings and in-services

- Offer WorkKeys Testing (leading to ACT National Career Readiness Certificates) at no charge to all certificate and degree program completers

- Developed new web-based course-level assessment form which encourages faculty to document assessment results, reflect on and analyze those results, and tie those results to planning and budgeting

- Developed new goals for general education and operational definitions for those goals

- Had three teams of faculty and academic administrators assess three of our new goals for general education using AAC&U Value Rubrics or rubrics developed by ICC faculty

- Completed 3 General Education Goal Assessment Projects along with many Action Projects that focus on assessment

- Have had various departments host "Dive into Data" sessions to focus on how to make data-driven improvements in teaching and learning

For a complete overview of assessment news and resources, see our web page
http://www.icc.edu/innovation/assessment.html.

Future Plans for Quality Improvement at ICC:

As noted in the Strategic Priorities section of this summary, Illinois Central College has clear goals set. The college will continue to use various quality improvement initiatives to drive our progress. This includes likely participation in the HLC Academy on Persistence and Completion, scheduled to begin in February 2014. Additionally, ICC will continue to utilize the Lincoln Foundation for Performance Excellence feedback we received as we move forward with improvements. Furthermore, we will maintain the AQIP principles of continued improvement in accordance with the Higher Learning Commission of the North Central Association.

Some of the areas that are important to improvement at ICC and ways in which we continue to make strides include:

- Continually improving online tutoring

- Renovating help labs at the East Peoria campus

- Building a Student Success center at the North campus

- Continually adding more intrusive advisement

- Establishing and monitoring momentum points for students

- Establishing a First Year Experience course

- Prioritizing quality improvement by having sent a team to the 2011 Continuous Quality Improvement Network (CQIN) Summer Conference.

We will focus on improving student learning, involving people and departments from across the college, using data to drive decisions, and assessing the effectiveness of such decisions/improvements. The college will cross reference and align the information gleaned from all of our quality initiatives in order to focus our goals and continue on our improvement journey.

Conclusion:

From our all-encompassing Blueprint for the Future to even just one faculty member's course-level assessment, quality improvement is at the heart of all that we do at Illinois Central College. Our focus is on the needs of our students and stakeholders, and we try to meet those needs efficiently and effectively. Whether it relates to academics, student support, customer service, or business processes, quality is the key. One of ICC's core values is *Excellence*. We set and achieve ambitious goals, work constantly to improve, and are dedicated to helping our students realize success. Excellence means we invest time in understanding the needs and requirements of those we serve and find ways to delight them. We hold high expectations for ourselves, our colleagues, and our students. We recognize and celebrate the accomplishments of our students and our college. We change the world for the better when we strive for excellence by achieving more than ever imagined. The Illinois Central College Board of Trustees, administration, faculty, and staff are committed to improvement as a means to achieving excellence.